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ABSTRACT

This report documents the process, findings, and support data of the Neutral Site Planning Project (NSPP) regarding a proposed magnet school program in Providence, Rhode Island. The need for a neutral site school that is accessible to a substantial number of students from different racial/ethnic backgrounds in Providence is discussed and an overview of the NSPP is provided. Specific activities that were undertaken by the NSPP to determine the best location for the proposed magnet school are described and data concerning the accessibility, characteristics, student population, and readiness of possible sites are presented. Descriptions of strategies that were undertaken by the NSPP to design a special curriculum for the neutral site magnet school and data that were collected on community participation, curriculum design, magnet curriculum options, student recruitment, staff selection, development, and training, and program evaluation are also presented. A time outline for the proposed plan's implementation is attached. (EB)

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NEUTRAL SITE PLANNING PROJECT

FINAL REPORT
VOLUME I

NEUTRAL SITE PLAN

A PLAN FOR A NEUTRAL SCHOOL THAT
IS LOCATED SO AS TO BE ACCESSIBLE TO
SUBSTANTIAL NUMBERS OF STUDENTS FROM
DIFFERENT RACIAL AND ETHNIC BACKGROUNDS

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PREFACE

The Neutral Site Planning Project has been a collaborative effort between the Providence School Department and The University of Rhode Island's Community Planning & Area Development Urban Field Center, RICES. Together, the staffs of both institutions have contributed their expertise in curriculum development and community planning. The result of this collaboration is:

> A PLAN FOR A NEUTRAL SCHOOL SITE THAT IS LOCATED SO AS TO BE ACCESSIBLE TO SUBSTANTIAL NUMBERS OF STUDENTS FROM DIFFERENT RACIAL AND ETHNIC BACKGROUNDS

The planning process emerged from a mandate for special interest programs advocated by parent and community groups, and was further developed by educational administrators, planners, and teachers. The planning year will be translated into a reality in the 1978-1979 school year.

Many people gave their time and energy to the successful development and implementation of the Neutral Site Planning Project, and we offer our sincere appreciation. Their efforts will hopefully be rewarded by the enrichment of the neutral site magnet programs for high school students in Providence.

FOREWORD

This report is the first of four volumes prepared by the Providence School Department and Community Planning & Area Development Urban Field Center, University of Rhode Island, to meet their contractual obligations with the Office of Education, Department of Health Education and Welfare. Funded by an ESAA grant, this report documents the planning process, findings, and support data of the Neutral Site Planning Project in Providence, Rhode Island.

The goals of the Project are:

- To plan a neutral site magnet school that is located so as to be accessible to substantial numbers of students of different racial and ethnic backgrounds;

- To plan a neutral site magnet school with a special curriculum which is a course of study embracing subject matter or a teaching methodology not generally offered to students of the same age or grade level, and in the same local educational agency, as the students to whom the special curriculum is offered.

In order to meet these goals, four principal objectives were undertaken:

Objective A: To conduct surveys and studies to determine the location of the school.

Objective B: To plan an educational program for the proposed neutral site school.

Objective C: To develop architectural plans and designs for the facilities to house the proposed neutral school sites.

Objective D: To carry out repairs and minor remodeling for the proposed neutral site school.

Volume I is the Neutral Site Plan, and details the activities in Objectives A and B. Volume II contains a series of twenty-four neighborhood profiles, and meets the mandate of Objective A. Volume III is the curriculum package which responds to Objective B, and includes the design of the four proposed magnet programs. Volume IV is the facilities analysis report, and translates curriculum design into spacial utilization patterns.

The four volumes together stand as an action plan for the development of neutral site magnet programs in Providence, Rhode Island.

INTRODUCTION

This report provides written documentation of the process, findings, and support data of the Neutral Site Planning Project, funded by ESAA for the purpose of developing quality education programs for high school students in Providence, Rhode Island. Quality education, for the purposes of the planning project, includes a commitment to attracting students from varied racial and ethnic backgrounds, and the development of magnet curriculum with both career education and academic emphases.

There are two unique features of the planning process:

(1) Providence School Department/University of Rhode Island pairing in the entire design and implementation of the planning process; and
(2) Recognition of the importance of the location of a neutral site school in which to house newly developed magnet curricula.

Past efforts nationally have indicated the close correlation between a school's location and its effective integration and programming. The neutral school site concept is based on the assumption that a school in a racially and ethnically balanced neighborhood has the greatest likelihood of attracting a mixed student population. The concept also encompasses the view of the school as a potential "anchoring mechanism" for an entire neighborhood. It is quite possible that a good school program in a neutral site has effects outside the school structure, for it potentially encourages stability in its entire surrounding neighborhood. Moreover, the community in many ways shapes the school and its people.

From this philosophical framework, the Neutral Site Planning Project described in the volumes that follow, was developed. There was an early commitment by the Superintendent of Schools and his Administrative Task Force to establish magnet programs for a target population of students from grades 9-12. Providence's size, a relatively good public transportation system, and an assessment of financial resources indicated, however, that the potential neutral site would have to be limited to existing school structures, namely the three comprehensive high schools. On the basis of initial study findings, only one site would be identified as a neutral site school, although the other high schools would also be used for sister magnet programs.

Phase One of the Neutral Site Planning Project was characterized by an inventory of the potential neutral magnet sites, an identification of the location of the potential student population, and a preliminary determination of the accessibility of the potential sites to the neighborhoods in which minority and non-minority students reside. Specific planning activities varied, but the process was highlighted by a review of literature on school facilities and the development of a manual geocoding system to identify the potential student population. The geocoding system, described in the text, made it possible to identify students not only by residence but also by race, sex, grade, language, and handicapped status. Clusters of students became apparent, making determination of a neighborhood's student composition possible. Current modes of transportation were assessed and their usefulness in meeting the objectives was measured by proximity to minority and non-minority students. All these are significant types of planning data, for they make an analysis of school accessibility and site location in accord with the project's mandate possible.

Four curriculum areas were identified during the initial phase of the planning process: government and law; business and management; art; and health. These particular programs were selected as a result of community group recommendations from the prior year; a survey of teachers, administrators, students, and parents; and an extensive review of literature on magnet and neutral site schools.

Phase Two of the Neutral Site Planning Project was devoted to designing courses, methodologies, approaches, and architectural specifications for the four curriculum areas. The entire process was an illustration of collaborative planning, and involved the Providence School Department Neutral Site Planning Staff; the URI Neutral Site Planning Staff; Administrative Task Force; curriculum specialists; special interest personnel; segment (district) administrators; principals; counselors; teachers; representatives from business, industry, professional groups, and cultural instructions; and parents. The development of selection criteria for students and faculty, as well as establishment of recruitment and staff development needs, occured during this phase. Two policy issues were also highlighted: assessment of neighborhood readiness for proposed neutral site magnet programs and transportation fiscal policy as it related to curriculum and student selection.

Simultaneous with curriculum design was the development of neighborhood profiles. A series of tables and charts on the twenty-four neighborhoods in Providence were developed, and provided statistical information on demographic, economic, housing, and social service and crime characteristics. These were developed to provide the educational community with an understanding of the interdependence of urban systems upon each other, specifically in relation to their impact on school systems planning and program development.

With the completion of this report, the Neutral Site Planning Project formally ends. We are pleased to inform the U.S. Office of Education that the findings and ideas generated during the planning process will be realized. In September, 1978, four magnet programs will be inaugurated, of which two are at the neutral site location. The planning process has been valuable; implementation is near.

CHAPTER ONE: THE PROVIDENCE SCHOOL SYSTEM: TOWARDS EDUCATIONAL RENEWAL

Introduction

Providence, Rhode Island exhibits, in many ways, the ills that are manifested in urban areas across the country. Like administrators and educators elsewhere, the leadership in Providence is confronting the difficult problems that emerged in the late 1970s. Declining enrollments, under-utilization of school facilities, a decline of basic skills achievement, and a surplus of trained teachers are important issues. Together with a major shift in societal values, they have caused a questioning of the purpose of education and more particularly, of the way educational resources are being utilized.

The problem of declining enrollment is more than a problem of fewer students. It suggests a changing structure of the city, of minority and immigrant ethnic groups, substandard and abandoned dwellings, a dwindling tax base caused by chronic unemployment and underemployment, small business failures, large business disinvestment, and a continued emigration of middle and high income families. Areas like Providence are increasingly unable to support public education, and the state and federal governments are compelled to assume a larger role. Consequently, there is a more emphasized demand for accountability, and for the measurement of goal attainment.

In general, Providence has a low economic status. In contrast to surrounding suburbs, it has witnessed large scale out-migration. In most residential areas, 80% of the housing surveyed in 1975 appeared to have been constructed prior to 1939. The median family income in 1970 was $8,430, the lowest of the six cities comprising the Standard Metropolitan Statistical Area. The number of families living in Providence declined 16% from 1960. The declining economy with its higher unemployment and underemployment coupled with the increase in the migration of Portuguese, Hispanic, and other immigrant families will affect the future of Providence and its school system.

In 1970, the Providence-Pawtucket-Warwick, Rhode Island Standard Metropolitan Statistical area reported an 11.6% increase in total population. However, the City of Providence showed a population decrease of 13.6%. This significant population decrease in Providence was reflected in the school enrollment figures. In 1962, student population in the public schools totalled 28,000. Current data shows 20,021 students in elementary, middle, and secondary schools in the public system. Since 1962, the school population has dropped 28%.

According to the 1970 census, 8.9% of Providence's total population was Black, as was 20.4% of the public school population. Since 1970, the Black population in Providence has increased to 15,875 and the Black school population has increased to 5,30[illegible] (26.8) of the total school population of 20,021.

The numbers of other minority groups have also increased city-wide, and is reflected in the minority school enrollment figures of 1,964 (9.6%). The total minority population in the Providence School System is 6,679 (33%) which includes students from the following groups: Black (4,715), American Indian (23), Spanish-surnamed (970), Oriental (180) and Portuguese (782).

Table I — One illustrates the changes in the enrollment in the Providence Schools. Statistics have been recorded on separate Black enrollment since 1966. Blacks as a percentage of total school enrollment have been increasing from 17.7% in 1966 to 25.3% in 1975-76.

Numbers of Spanish-surnamed, Oriental, Native American, and Portuguese students have not been collected either by the city or the Providence School Department in the past. However, overall city census data indicates that Spanish-surnamed persons in Providence are the fastest growing group in the City. There is evidence that children are entering the public schools from countries including Portugal, the Azores, Cape Verde Island, Italy, Korea, Laos, and the West Indies.

Moreover, a critical issue which has emerged recently is the impending non-compliance with the desegration plan of some of the schools in the Providence Public School System. A January 1977 study, "An Assessment of the Student Assignment Patterns in the Providence School Department", indicates that, utilizing federal definitions of minority 32% and 15% as recommended cut-off figures, nine schools were in non-compliance. Four schools, Fogarty, Lexington, Sackett and Williams were high in minority student population while five schools including Fox Point, Webster, Classical, Academy and Windmill were low in Black Student population. Central High School was over-enrolled, and approaching noncompliance with a minority population of 45%. Therefore, it did not enroll Black students from other attendance areas with a minority population of 38%. Hope High School was also approaching noncompliance. With the exception of Classical and Central High Schools, high schools are in pre-directed feeder patterns. These feeder schools are in neighborhoods which are of themselves segregated, and by and large, characterized by low median income and high unemployment rates. They also contain very few environmental amenities such as parks and libraries.

The non-compliance issue must be considered within the context of five interrelated issues: declining enrollments, school closings, the middle school grade organizational plan, the creation of the federal system to better facilitate desegregation efforts and the development of a systematic process for examining educational needs.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE I-One

PROVIDENCE, R. I. PUBLIC SCHOOLS ENROLLMENT

OCTOBER OF YEAR	TOTAL ENROLLMENT	NUMBER BLACK	% BLACK OF TOTAL
1965	27,802	NA	NA
1966	26,962	4,764	17.7
1967	26,375	4,875	18.5
1968	26,651	5,250	19.7
1969	26,211	5,155	19.7
1970	25,155	5,127	20.4
1971	24,899	5,486	22.0
1972	23,626	5,392	22.8
1973	22,461	5,267	23.4
1974	21,452	5,140	24.0
1975	20,680	5,228	25.3
1976	20,330	5,342	26.3
1977	20,021	5,304	26.8

Source: Providence School Department,
Pupil Accounting System

Within schools, selected courses exhibit minority group isolation as Table I-Two illustrates clearly.

TABLE I - Two

ALL MINORITY AND ALL NON-MINORITY
CLASSES IN SECONDARY SCHOOLS

PROVIDENCE, RHODE ISLAND
1976-77

HIGH SCHOOL	TOTAL NO. OF CLASSES	ALL MINORITY	ALL NON-MINORITY
Central	380	5	1
Classical	284	0	0
Hope	355	12	0
Mt. Pleasant	323	0	0
Alternate Learning Project	135	0	0

Source: Providence School Department, 1977

At the secondary school level, there is considerable concern about the lack of a coordinated, sequenced curriculum for students. While individual courses offered are, in many cases, quite good, there generally seems to be an absence of linkages among them. Similarly, basic academic courses provided are adequate, however, there is a real lack of "special interest" programs offered to students. During 1976-77 a comprehensive art program was established at one high school and included courses such as sculpture, ceramics, photography, and art history. The program was extremely successful, and was in demand by students. Likewise, the Providence School Department has operated several alternative secondary programs (ALP; PATHS; KIP) which have been very popular and successful.

A recent survey of secondary students indicated that they wanted to change their educational environment. They were interested in bridging the gap between academics and the real world. Specifically, the survey findings indicated that:

- 38% of the students felt their needs, interests, and experience are not considered in planning and preparation of instructional activities.
- 93% of the students felt that if provided the opportunity, they would pursue a program in a special interest school (such as a school for the arts, vocations, other).

- 24% of the students expressed an interest in special programs in science and mathematics; 28% expressed interest in art-design and performing.
- 65% of the students felt special interest activities would improve their schools.
- 53% of the students felt classroom activities did not prepare them to solve everyday problems.
- 45% of the students felt students are encouraged to be creative in their learning.

There are also, however, a number of major instructional issues that need to be addressed. In particular, there must be attention focused on the declining basic skills achievement of each new generation of children. A continued provision of quality educational services must occur in the absence of a capital improvement program, and within the context of school facilities. The development of a comprehensive community involvement, school improvement program must be increased to involve all those with an interest in the public education process so as to encourage a program of revitalization.

Directions for Educational Renewal

All these issues, and others, lead to the need for educational renewal and the development of a program for educational growth into the 1980's. The Providence School Department is committed to a system of education that increases the equity, relevance and effectiveness of the educational experiences of students. This commitment is based on a certain set of assumptions about the most important conditions affecting education in the late 1970s. Important among those assumptions are:

- The public will demand greater effectiveness and accountability from the schools.
- Students and their parents will become increasingly interested in the relationship between education and career/work opportunities.
- Increased efforts will be required to maintain public confidence in the schools.
- Expectations and aspirations of the middle class, minorities, handicapped and disadvantaged will continue to rise.
- The web of laws, customs, and institutional constraints will continue to inhibit planned educational changes.
- Greater coordination of human services delivery systems will receive strong support.
- Advocate groups will turn to courts for equal educational opportunity, and this may result in significant shifts of resources within the school institution.

To implement this commitment, certain imperatives for improved education are derived from these assumptions:

- Promote educational excellence with pride and confidence.
- Promote sound basic skills education, such that every student will master fundamentals — reading, writing and math skills.
- Provide appropriate education for handicapped students as provided for in federal and state laws and regulations.
- Provide a program of early childhood education for all entering K and 1 students.
- Link vocational and career education preparation to student aspirations and economic development.
- Continue movement for quality integrated education.
- Develop an information base for measuring quality education.
- Promote participatory involvement at all levels involving students, parents, publics and staff.
- Increase coordination between and among levels of elementary, secondary education and other educational and social institutions.

The schools must prepare students for both the immediate world into which they will enter and for a changing world in which they will be living the rest of their lives. This means that students must have some immediately saleable skills by means of which they can survive economically. It also means that students must possess skills that will enable them to pursue their areas of interest and aptitude, to pursue continuing education and to share in the economic and cultural life of the community.

The commitment inherent in this philosophical statement encourages meeting these objectives:

1. To provide a strong academic education which will enable each student, upon graduation, to pursue either higher education or meaningful employment, or both.
2. To provide each student with an awareness of the opportunities available in the work and cultural community, and the knowledge and skills necessary to take advantage of these opportunities.
3. To develop the specific knowledge and skills required for student entry into a major area of work within the community.

4. To provide each graduate with an education needed to establish and maintain that level of personal dignity which is founded on economic soundness and individual developmental needs.

While much of the detail of the commitment of excellence in education is not yet developed, enough is known to begin sharing the design so those interested in education can participate with the professional staff in the planning and implementation that will be taking place over the next several months and years.

The policies, programs and practices to be designed for students will be characterized by:

Relevancy	Both the subject matter and the learning process will appeal to students
Utility	What is taught will prepare a student for meaningful employment and lifelong learning
Academic Excellence	Superior educational services will be provided to students; mastery of basic skills and knowledges in a variety of subject areas will be emphasized
Choice	Students will be allowed and encouraged to select program options, options in terms of subject matter and educational experiences and learning processes
Equity	Education alternatives will be available to students of both sexes, ethnic and racial backgrounds and handicapping conditions to ensure equality of educational opportunity.

In order to achieve the objectives, the central purpose of the educational programs in the Providence School System will be to provide instructional programs geared to students' academic, career and personal needs. The basic elements of the curriculum are: (1) interdisciplinary curriculum development across academic and special interest areas; (2) a strong academic core; (3) a pre-technical and technical core; (4) a delineation of special school requirements; (5) an exploratory program in an area of validated student interest and need; (6) a pervasive career-oriented focus; and (7) a wide choice of interdisciplinary electives.

Four major programs will be undertaken:

First: Provide each student, grades K-12, with functional skills in the 3 R's and the related experiences required to assist them in making a sound individual choice.

Second: Provide students, grades 3-9, with activities to develop their interests and attitudes as they are related to available career possibilities. The activities for these grades will provide an orientation to careers through a program that would allow students to make some viable choices to pursue and develop their potential interests, and to acquire healthy attitudes towards work. The special interest programs would make it possible for the students to become more familiar with their own personal talents and ambitions. Within these programs, students would meet a variety of adults whose work is related to their special interests. With opportunities to choose programs from a diverse assortment, students would gradually move toward a decision-making level that would allow them to select the type of high school program best for them. Most important, the student's sense of self concept would be enhanced because of the many opportunities available to identify with various kinds of special interests and work within the community. Therefore, explorations during this period would provide a basis for both personal and academic growth.

Third: All high school students would be offered the opportunity to choose from a variety of special interest programs and a plethora of special teaching methodologies. At present students can choose from an alternative learning project, (the A.L.P.) a college bound (Classical) education or vocational school. Added to these alternatives will be the magnet programs at the neutral site schools and other comprehensive high schools which have been the product of this planning year. The curricula is focused upon the arts, media and communication, law and public administration and business careers and health occupations. All would carry a significant emphasis upon career education directed towards helping students understand their talents and ambitions as they relate to the world of work and which assists them in their move toward future career decision making.

Fourth: These programs would develop positive attitudes toward work and life-long learning. Students will learn how to learn and grow through a synthesis model incorporating work and education and the concomitant skills and attitudes necessary for a world that will be full of change. In this respect, both students and educators will have to be prepared for the change entailed in converting to magnet schools programs.

It is hoped that the business and professional community will play a large role in support of the programs offered in the schools. These groups will be asked to offer technical assistance and financial stimulation for the development of specialized arts, sciences, learning laboratories, job orientation and the like. More important and abstract, perhaps, is the notion that the business and professional community will engage in a larger commitment of improving the quality of education offered within the Providence Public Schools.

This report delineates one aspect of this program, focusing upon the high school students. As such, it represents a major thrust towards meeting the ecucational needs as described by the Superintendent and the Administrative Task Force.

CHAPTER TWO: NEUTRAL SITE PLANNING PROJECT: AN OVERVIEW

Background

In the fall of 1977, the Providence School Department was awarded an ESAA grant to determine a location and specialized curriculum for neutral site school in Providence, Rhode Island. The original proposal submitted to ESAA on August 11, 1977 emphasized a commitment to the magnet concept. The school system had previously explored the potential of special interest programs, and community groups and students had strongly endorsed such an approach. The magnet concept appeared to be an effective vehicle for increasing student motivation/skills, altering student assignment patterns, and encouraging voluntary desegregation.

The idea of neutral site school was attractive to the Providence School Department. There was an understanding that the composition of Providence's neighborhoods was changing, and that the change was being reflected in school enrollment patterns. There was some recognition, too, that a school's location, in terms of accessibility to students of varied ethnic and racial backgrounds, was extremely significant. As far back as 1967, desegregation efforts had highlighted the relationship between a school's surrounding neighborhood, and its successful academic and racial integration.

The award of an ESAA neutral site planning grant provided the School Department with resources to adequately plan neutral site magnet schools for the 1978-79 school year. The planning grant encouraged curriculum specialists to focus on quality education and equity issues, and provided a mechanism for participatory planning by administrators, faculty, parents, and other citizens throughout the year. The planning grant also made it possible to study the composition of Providence's neighborhoods and to examine the extent of minority group isolation in Providence. In addition, the grant provided the capability for anlyzing data on other systems which interact with the Providence School Department.

The ESAA Neutral Site Planning Project, conducted by the Providence School Department and CPAD Urban Field Center, University of Rhode Island, was a collaborative effort. Together, they designed and implemented a comprehensive planning process. The product of the process is an effective plan for neutral site magnet schools "that are located so as to be accessible to substantial numbers of students from different racial and ethnic backgrounds". The plan will begin to be implemented by the School Department in the 1978-79 school year.

Goals

The mandate of ESAA is summarized in the following three goals:

- To meet the special needs incident to the elimination of minority group isolation and discrimination among students and faculty in elementary and secondary schools;

- To eliminate, reduce or prevent minority group isolation in elementary and secondary schools with substantial proportions of minority group students;

- To aid school children in overcoming the educational disadvantages of minority group isolation.

The specific goals of the neutral site planning grant include:

- To plan a neutral site magnet school that is located so as to be accessible to substantial numbers of students of different racial and ethnic backgrounds;

- To plan a neutral site magnet school with a special curriculum which is a course of study embracing subject matter or a teaching methodology not generally offered to students of the same age or grade level, and in the same local educational agency, as the students to whom the special curriculum is offered.

Six further stated goals were adopted by the project which complement the above goals identified by ESAA. They are believed to be essential for quality programming, and insuring equity in access and participation:

- To plan a school which is equally accessible to all students;

- To plan a school which improves the quality of educational opportunities offered;

- To plan a school which eliminates racial and ethnic stereotyping in the educational curriculum, materials, and offerings;

- To plan a school which is accessible to physically handicapped students, and which encourages the mainstreaming of special needs students;

- To plan a school which increases the understanding of students about racial and ethnic heritage and culture;

- To plan a school which meets the unique needs of students with limited and non-English speaking abilities.

Objectives and Activities

In order to accomplish the above goals, there are four principal objectives:

- To conduct surveys and studies to determine the location of the school;

- To plan an educational program for the proposed neutral school site;

- To develop architectural plans and designs for the facilities to house the proposed neutral site schools;

- To carry out repairs and minor remodeling for the proposed neutral site school.

Completion of these objectives is dependent upon a number of activities defined in the original ESAA proposal, and appearing in the Appendix of this report. They are summarized under the appropriate objectives.

Objective A. To conduct surveys and studies to determine the location of the school.

1. To develop an inventory of potential neutral site magnet school sites, and assess them according to critical elements.

2. To identify the location of current and potential students of neutral site magnet schools in relation to modes of access.

3. To determine the accessibility of potential neutral site magnet schools to the neighborhoods in which minority and non-minority students reside.

4. To develop profiles of the neighborhoods in which minority and non-minority students reside.

Objective B. To plan an educational program for the proposed neutral site school.

1. To review materials and conduct a limited number of site visits to successful magnet schools that have developed as vehicles for voluntary desegregation.

2. To develop and utilize mechanisms for on-going input for teachers, and community groups on the neutral site planning project.

3. To survey students, teachers, administrators, and parents about their interest and committment to magnet programs.

4. To design curricula for magnet programs.

5. To design a plan for training school personnel to assume leadership in the organization of change and in gaining wide acceptance of project goals.

Objective C: To develop architectural plans and designs for the facilities to house the proposed neutral school sites.

1. To review existing materials on the nature and condition of proposed neutral school sites.

2. To identify code requirements which are applicable to the facilities requirements.

3. To analyze basic room types and physical characteristics necessary for proposed magnet programs.

4. To conduct a utilization analysis for various necessary room types.

5. To project special requirements for a four year period starting with fall, implementation of curricula.

Objective D: To carry out repairs and minor remodeling for the proposed neutral site school.

The specific activities of Objective A and B are found in Volumes I, II, and III. Those of Objective C and D are found in Volume IV. In addition, an on-going evaluation of the project was to be conducted. It is presented separately.

Project Organization

The Neutral Site Planning Project management process was developed by the Superintendent of Schools, an Administrative Task Force, the Providence School Department Neutral Site Planning Project Staff, University of Rhode Island's CPAD Urban Field Center, RICES, Project Staff and the ESAA Advisory Group.

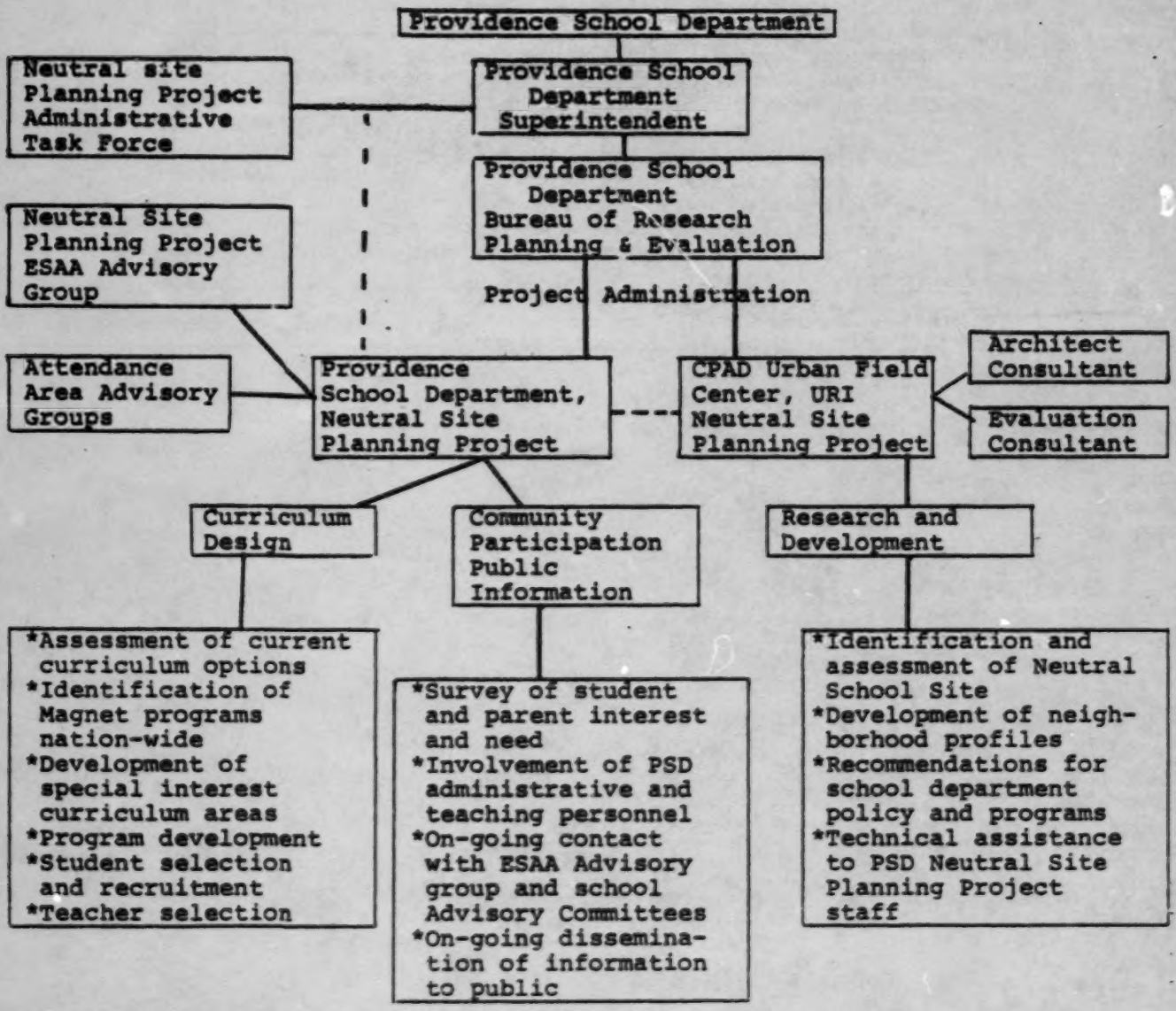
The organizational structure developed to conduct the planning process is illustrated in Diagram I. Leadership evolved from the Superintendent of Schools, who participated on a weekly basis in all policy and programmatic decisions concerning the project. The Superintendent established a Providence School Department Neutral School Site Planning Staff composed of a project coordinator and two curriculum specialists. They were assigned a structure within the Bureau of Research, Planning, and Evaluation, and were assisted by program supervisors from the school department, and a full-time secretary. The School Department's Assistant Superintendent of Research, Planning, and Evaluation; the Assistant Superintendent of Curriculum; and the Assistant Superintendent of Implementation were collaborators in all phases of the planning process. As curricula were developed and school sites were selected, segment chiefs, administrators, counsellors, teachers, and supervisors became involved in planning and decision making. Community groups were involved since the project's creation. Together, they were responsible for the development of the educational programs and magnet curricula, the staff development plan, and the community participation activities.

The University of Rhode Island CPAD Urban Field Center, RICES, provided a research and development team which, on the basis of activity requirements, ranged from a staff of four to a staff of twenty-four. The CPAD Urban Field Center Director was the Principal Investigator of the project and established the policy direction, the research design and the analytic framework as well as the final draft/edit of the reports. The Research Director directed the research staff on a daily administrative basis; organized and coordinated the technical assistance to the Providence School Department Neutral Site Staff; developed in conjunction with the Director and the staff the program and policy recommendations; and drafted the Preliminary Report, Interim Report, and Final Report. CPAD Urban Field Center Project staff was responsible for support research to determine the neutral site location and its accessibility, and provide technical planning and management assistance to the Providence School Department. CPAD Urban Field Center also coordinated the activities of an architect consultant and the work of an outside evaluation agency. CPAD Urban Field Center staff were housed in University facilities within a three mile proximity to the Providence School Department.

DIAGRAM ONE

ESAA NEUTRAL SITE PLANNING PROJECT

ORGANIZATION CHART


Providence School Department
Neutral site Planning Project Administrative Task Force
Providence School Department Superintendent
Providence School Department Bureau of Research Planning & Evaluation
Neutral Site Planning Project ESAA Advisory Group
Project Administration
Attendance Area Advisory Groups
Providence School Department, Neutral Site Planning Project
CPAD Urban Field Center, URI Neutral Site Planning Project
Architect Consultant
Evaluation Consultant
Curriculum Design
Community Participation Public Information
Research and Development
*Assessment of current curriculum options
*Identification of Magnet programs nation-wide
*Development of special interest curriculum areas
*Program development
*Student selection and recruitment
*Teacher selection
*Survey of student and parent interest and need
*Involvement of PSD administrative and teaching personnel
*On-going contact with ESAA Advisory group and school Advisory Committees
*On-going dissemination of information to public
*Identification and assessment of Neutral School Site
*Development of neighborhood profiles
*Recommendations for school department policy and programs
*Technical assistance to PSD Neutral Site Planning Project staff

Chapter III: THE LOCATION OF THE NEUTRAL SITE SCHOOL: OBJECTIVE A

Introduction

This report is predicated on the Emergency School Aid Act (ESAA) concept that the location of a school is one of the significant factors in its success. Location is defined in relation to the ethnic and racial identity of the neighborhood and the area in which the school is placed. Research and experience has shown that schools in racially unbalanced neighborhoods often have difficulty in enrolling students of the other racial and ethnic identities. Schools that are racially and ethnically balanced often have the greatest likelihood of attracting a heterogenous student population. For minority student isolation to be reduced, eliminated, or prevented, a school system must identify the location of minority and non-minority students in their district and select a school site that is accessible to all groups.

The report focuses on the high school level as part of the larger Providence thrust to quality education. It has as its mandate the reduction and elimination of minority group student isolation through the identification of an appropriate location for the neutral site school and the development of special and unique magnet curriculum.

Objective A is to conduct surveys and studies to determine the location of a neutral site school. It is supported by the following activities, which are described in greater depth in the Appendix:

- To develop an inventory of potential neutral site magnet school sites, and assess them according to critical elements.
- To identify the location of current and potential students of neutral site magnet schools in relation to modes of access.
- To determine the accessibility of potential neutral site magnet schools to the neighborhoods in which minority and non-minority students reside.
- To develop profiles of the neighborhoods in which minority and non-minority students reside.

The conceptual planning model utilized in this study integrates the comprehensive urban planning approach, as applied to Providence's public education system, with traditional curriculum development techniques utilized by the Providence School Department. The comprehensive urban planning applied research approach was previously tested by the Support Research Component of the Metropolitan Planning Project in their 1974 ESAA Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area*, and further developed

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* Metro Ways to Understanding: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area. MASBO Cooperative Corporation, 53 Salisbury Street, Winchester, Massachusetts, 1974.

by the Education Commission of the States in their 1978 study, Exploring Metropolitan Ways Toward Reducing Isolation: Prospects for Progress.* The research design is based on the assumption that a school's location is one of the significant factors in its success. More broadly, it rests on the fundamental assertion of social science reserach, that the environment in which we live is structured by the interrelationships of the various community systems and their impact on each other (i.e. housing, education, economy, transportation, population). Neither a community nor a school system can develop independently of the other; rather each grows and changes in part responding to each other's needs. The methodology developed from this assertion is comprehensive in nature; it assesses the needs of the students and schools through a set of factors which is encompassing yet pertinent to educational programming. A critical analytic element is found in measuring the impacts of these community systems on each other.

There are several phases of the planning process. They are described by their methodology and findings in the sections that follow.

-Inventory of Candidate Neutral School Sites and Assessment of Critical Elements.

-Identification of the Location of Current and Potential Students of the Neutral Site Schools.

-Accessibility of Candidate Neutral Site Schools to Neighborhoods in Which Minority and Non-Minority Students Reside.

-Character of Providence Neighborhoods in Which Minority and Non-Minority Students Reside.

-An Assessment of Neighborhood Readiness for Proposed Magnet Programs in Providence.

*Exploring Metropolitan Ways Toward Reducing Isolation: Prospects for Progress. Report No. 104. Forbes Bottomly and Allison Kitfield, ed. Education Commission of the States, Denver, Colorado, January, 1978.

INVENTORY OF CANDIDATE NEUTRAL SCHOOL SITES AND ASSESSMENT OF CRITICAL ELEMENTS

Introduction

A major component of the neutral site planning project is the identification and evaluation of existing structures to determine their suitability and adaptability to reuse as a neutral site facility housing innovative programming. Found space, existing in a variety of classifications and conditions, will ultimately be surveyed and judged as to its potential, measured against a comprehensive set of criteria. However, before any meaningful surveys and evaluations can be performed, the standards of comparison must first be established.

The sequence of activity dictates that these standards or criteria are generated once the specific description of the neutral site magnet curriculum is developed, followed by the specification of associated physical and functional requirements. This education facilities planning process is described in Volume IV of the FINAL REPORT: FACILITIES ANALYSIS.

The Candidate Sites

A review of materials provided by the School Department revealed two documents which, in general terms, provide descriptions of the five structures presently under consideration as potential sites for the proposed program. The first document, A Study of the School Building Needs of Providence, Volume I, by Stanton Leggett and Associates, describes the physical conditions within each school structure, highlighting potentials and deficiencies as observed during a city wide survey conducted during 1974. The second document, Rhode Island School Building Facility Inventory, provides a variety of statistical information concerning the age and spatial utilization of all school buildings in the city. These secondary data sources provided the material information utilized in the decision process for determining the location of the neutral site school; one which is located so as to be accessible to a substantial number of students from different racial and ethnic backgrounds.

The initial decision in the search for an appropriate site for the neutral site magnet program school was the designation by the School Department of five existing comprehensive secondary schools as potential sites. This decision, of course, can be broadened in subsequent years to include other public or private facilities. The five candidate facilities are:

Central High School
Central Vocational School
Classical High School*
Hope High School
Mount Pleasant High School

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* Classical High School is currently designated as a magnet school and was therefore not considered by the School Department as available for neutral site designation.

These five facilities had a combined capacity of 6630 students in 1974. Current enrollment data is approximately 5800, resulting in a surplus capacity of 830 seats. The physical condition of the five structures are briefly described below. (See Table III-One)

Central High - Built in 1923, renovated in 1968. The school design and layout is described as being typical of the earlier period. The existing auditorium was singled out as potentially convertible to a different use, possibly media or resource center. The area of the auditorium is 14,268 square feet. While not a vocational school in the strict sense, Central has traditionally emphasized vocational curricula in business and various trades. The capacity is 1800 seats and the 1977 enrollment is 1349. The general condition is fair.

Central Vocational - A state owned, city operated facility built in 1968. Described as a popular vocational program, it attracts students from all sections of the city. As a result, Central Vocational is operating at near capacity with a waiting list for some of the program offerings. The capacity is 750 seats, and the 1977 enrollment is 490. The general condition is excellent.

Classical High - Constructed in 1968 as a replacement for the original school building. Possesses a variety of technical problems ranging from poor ventilation to susceptibility to vandalism. A number of spaces were assessed as underutilized and might be considered for conversion to a more needed activity. These include the television studio (suggested for possible inclusion in the Central Vocational Program), six resource areas, excessively sophisticated science facilities and an underused music suite which was described as superior but going to waste. The capacity is 1300 seats and the enrollment for 1977 is 1267. The general condition is good.

Hope High - Constructed in 1938, generally characterized as rundown and in neglected condition. The science facilities, industrial arts and home economics spaces were described as old fashioned with obsolete or inoperative equipment. An attempt had been made at one time to refurbish an existing space for an art gallery, however, it was found that the space could not comply with building code requirements and could not be used for that purpose. The capacity is 1380 and the enrollment for 1977 is 1027. The general condition is poor.

Mount Pleasant High - Constructed in 1938, the building underwent renovations in 1975 but continued vandalism has left the interior in poor condition. While the building has an excess enrollment, some unused space was located beneath the auditorium. The capacity is 1500 and the enrollment for 1977 is 1283. The general condition is poor.

These conditions were described in the Leggett study and may have changed with subsequent capital expenditures for major repairs and alterations.

Assessment of Critical Elements for Candidate Sites

A number of operational and programmatic decisions were made by the Providence School Department in order to evaluate these sites. To assist the decision making process, three specific approaches were suggested for consideration.

Approach One: Operational integration of the neutral site curricula within existing system and physical plants. Under the broad assumption that the neutral site program will be housed in an existing secondary school, there are a number of levels of functional integration which would directly influence the scope of modifications that would be required to accommodate the proposed program within an existing secondary school.

MODEL A:

Minimal Integration - This concept would require a commitment to extensive functional reorganization of the existing facility so as to permit a high degree of physical isolation of the neutral site program from the general secondary program. Only the most basic of ancillary services would be shared by both programs.

MODEL B:

Moderate Integration - In this concept the degree of physical isolation would be reduced as the neutral site program would share facilities for core curriculum as well as basic services with the general program. It would be expected, however, that those courses fundamental to the neutral site theme would take place within some physically autonomous area even though they might be a duplication of courses offered within the general program. The purposes for this would be to retain a high degree of identity for the neutral site program.

MODEL C:

Complete Integration - A concept of complete integration would emphasize the use of all available facilities and deemphasize the physical consolidation of spaces used by the neutral site program. Special needs of the program would be accommodated by the modification of existing spaces but only if it is determined that no appropriate facilities presently exist.

Approach Two: Description of the neutral site program and the development of educational specification. The basic theme of the neutral site program may focus on several educational areas: creative and performing arts, health, business, and law and government. An initial step in the process of establishing the spatial requirements for each of these areas of concentration is to develop a list of functions and spaces that would be associated with each area.

Approach Three: Estimate of enrollment - The quantity of space required by the neutral site program as a whole, as well as that required by the individual activity areas, will be directly governed by the number of pupils and staff using the spaces and the type of activity that will be performed. Once there is an agreement on a basic assumption of enrollment, estimates of space requirements can be developed. Also of importance is the level of utilization of each type of space. Usually, this is a function of the daily class schedule, i.e. total demand divided by the increment of utilization (no. of periods).

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III - ONE

PROVIDENCE PUBLIC HIGH SCHOOLS - PHYSICAL PROFILES

School	Year of Construction	Enrollment as of 12/77	Total Capacity	No. of Floors	Construction Type	Area in Sq. Ft.	General Condition
Central High	1921, 1925, 1968	1275	1800	3 and Basement	Incombustible, joists unprotected; newer section fireproof	268,546	Fair
Central Vocational	1968	530	750	3 floors	1B, Fireproof	Included above	Excellent
Classical	1968	1267	1300	3 floors	2B, masonry; joists protected	214,132	Good
Hope	1938	936	1400	3 floors basement Sub-basement	2B	229,600	Poor
Mount Pleasant	1938	1303	1500	3 floors basement	2B, incombustible joists unprotected	277,968	Poor

Source: Stanton Leggett and Associates, A Study of The School Building Needs of Providence, (Volume I), 1974, and Providence School Department, Pupil Accounting System, December 15, 1977.

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Approach three was the approach that was ultimately implemented by the Providence School Department. The field survey provided an architectural analysis of the potential structural adaptability following the preliminary curricula decisions. Once these decisions were made, the criteria used to assess these sites were developed from the basic research design. The criteria includes the current use of the building; the proximity to public transportation; accessibility to neighborhoods in which minority and non-minority students reside; climate of the residential area in which a site is located; adaptability of this space to educational program types; condition and age of buildings, capacity of the building by curricula and adaptability of the building to special educational student needs.

Once the sites were evaluated by the School Department on the basis of the criteria stated above in an analysis described in the rest of this chapter, it was recommended that:

> "The Central complex be identified as the neutral site school location to house a magnet program which will provide quality education and will reduce minority student isolation in Providence for high school students."

It was further decided that Hope and Mount Pleasant High Schools be utilized for magnet education programs.

Development of Architectural Plans for the Facilities to House the Neutral Site Program

Once the curricula for the neutral site school and its sister magnet schools were identified and preliminarily developed as presented in Chapter IV, the next phase of the facilities planning process commenced. The inventory of code requirements which could impact the renovation or conversion of facilities had been completed simultaneously with the review of the nature and condition of the candidate sites. The next two steps were the definition of basic spatial criteria as derived from standard and operational facilities and ultimately, the translation of curriculum outlines into spatial requirements.

The three magnet programs which were analyzed were: Health, Business Careers, and Law and Government. The Art Program was considered separately.

The spatial requirement analysis consisted of three parts: general analysis of program activity; basic room type and physical characteristics; utilization analysis (calculation of demand for various room types); and projection of spatial requirements - a forecast of needs for a four year period starting with the 1978 fall academic year implementation of curricula. This analysis was based upon "Approach Three" described earlier. The approach, for the purposes of planning the demand and utilization of these facilities, developed several basic assumptions. The key ones were the enrollment projection by program, by year, and the definition of the program identity.

These facilities planning phases are detailed in Volume IV: FACILITIES ANALYSIS which along with the information in the companion Volume III: CURRICULA DEVELOPMENT describes the strategies of implementing the plan for the selected neutral school site.

IDENTIFICATION OF THE LOCATION OF CURRENT AND POTENTIAL STUDENTS OF THE NEUTRAL SITE SCHOOLS

Introduction

The neutral site magnet programs are designed for the high school population. Therefore, all 8-11 graders are identified as potential students. The identification by their geographic accessibility to candidate school sites utilized a geocoding system. Geocoding, technically referred to as geographic analysis, involves determining the distribution of a target student population by location (geography) and other selected characteristics. For the purposes of this project, location was identified by the enumeration block of the residence address of each 8-11 grade student, and then aggregated for census tract. Street address was provided by school print-out, and then block information including grade, race, sex, ethnicity, language dominance and handicapped status was transferred to the index.

The system for this geocoding effort was comprised of the following initial phases:

(1) Development of cards and codes for every potential student from school department data which included each of the variables listed above;
(2) Development of dot maps for grades 8-11 noting student residence, race, sex, ethnicity, and language dominance. Maps were color-coded.

Analysis of the data followed with an assessment of the 37 census tracts, by aggregating the numbers of students by total and by the following categories of race and ethnicity: White, Black, Hispanic, Portuguese, Asian, and American Indian. The information in these basic analysis tables was also plotted on maps which were utilized in the transportation network analysis of accessibility as discussed later in this chapter. These basic tables then led to the development of summary tables for city-wide grade 8-11 enrollment by census tract by the same categories of race and ethnicity.

In order to identify the location of the students, analysis tables were constructed which document rankings of the 37 census tracts for student population by total for the city and then individually by each category of race and ethnicity. This spatial analysis indicated where the students live and the ranking tables show the relative number of students by each racial and ethnic category.

This information is fundamental to the analysis of determining accessibility of substantial numbers of students of diverse background to the candidate neutral site school. The geocoding system provides basic information about grade 8-11 students, the potential pool for neutral site magnet schools.*

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* Along with its usefulness in identifying the location of students as potential magnet program candidates, school administrators, transportation planners, and population analysts can use the information for a number of purposes: enrollment projections, desegregation planning, facilities construction or consolidation; space utilization; and transportation planning.

Findings

The findings of the geocoding analysis indicate that every census tract in Providence houses students currently in grades 8-11. A neighborhood map of the city appears on the following page. The census tract totals range from the highest number (400 students) in census tract 2 to the lowest number (3 students) in census tract 30 (Table III-Two).* In an analysis of the census tracts ranked by categories of race and ethnicity, wide variation was shown in the ranked percent of students by the categories (Table III-Three). Every census tract includes white students from a high percentage of almost 97% in census tract 29 to a low percentage of 11% in census tract 5 (Table III-Four). City-wide the percentage is 62.4%. Black students live in all but three census tracts (9,17,39) although 15 census tracts have 5% or less Black students. Census tract 12 contains the maximum number, over 70% Black students, followed by census tract 5, 31 and 4 (Table III-Five). City-wide, the percentages are 22.4%. The Portuguese students are the next largest group to be spatially dispursed throughout the city. Portuguese students are found in all but 4 census tracts, although there are more than 5% in only eighteen census tracts; the nineteen census tracts which complete the city have less than that amount. Census tract 37 houses over 70% Portuguese 8-11 graders; the next highest is census tract 35, which reports about 25%. The remaining census tracts contain 15% or less (Table III-Six). City-wide, the percentage is 7.8%. The Hispanic students, who are 6.0% of the city-wide potential neutral site school population are found in all but six census tracts. They are more equally distributed. Census tract 2 houses over 20% Hispanic students, the highest concentration in the city. In total, sixteen census tracts have at least 5% or more Hispanic students. Fifteen census tracts contain at least one Hispanic potential neutral site high school (Table III-Seven). The Asian student population is found in comparatively fewer census tracts. Census tract 36 contains the highest percentage of Asian students (7%) and census tract 35 has over 35%. Of the remaining number, twenty-one census tracts have as few as 1% and the other fourteen have no Asian students (Table III-Eight). City-wide, the percentage is 1.4%. The American Indian population is the smallest of all student groups in the city. Only two census tracts, 6 and 13, have any American Indian students; the rest report none (Table III-Nine).

Summary

A summary table (Table III-Ten) ranks the top tracts by percentage of students in categories of race and ethnicity. It shows a comprehensive view of the city's spatial distribution of potential neutral school site students. Census tract 31 has the diversity of large population groups as do census tracts 8 and 35. Census tracts 16, 21, and 29 are the most strikingly isolated of the city; over 96% of the students are white. The next most isolated census tracts are tracts 37 and 35, which rank high in the number of Portuguese students, and tracts 12 and 5, which rank high in the number of Black students. Each houses 70% or more of one racial and/or ethnic student group.

In spite of these isolated groups of students, as identified in the

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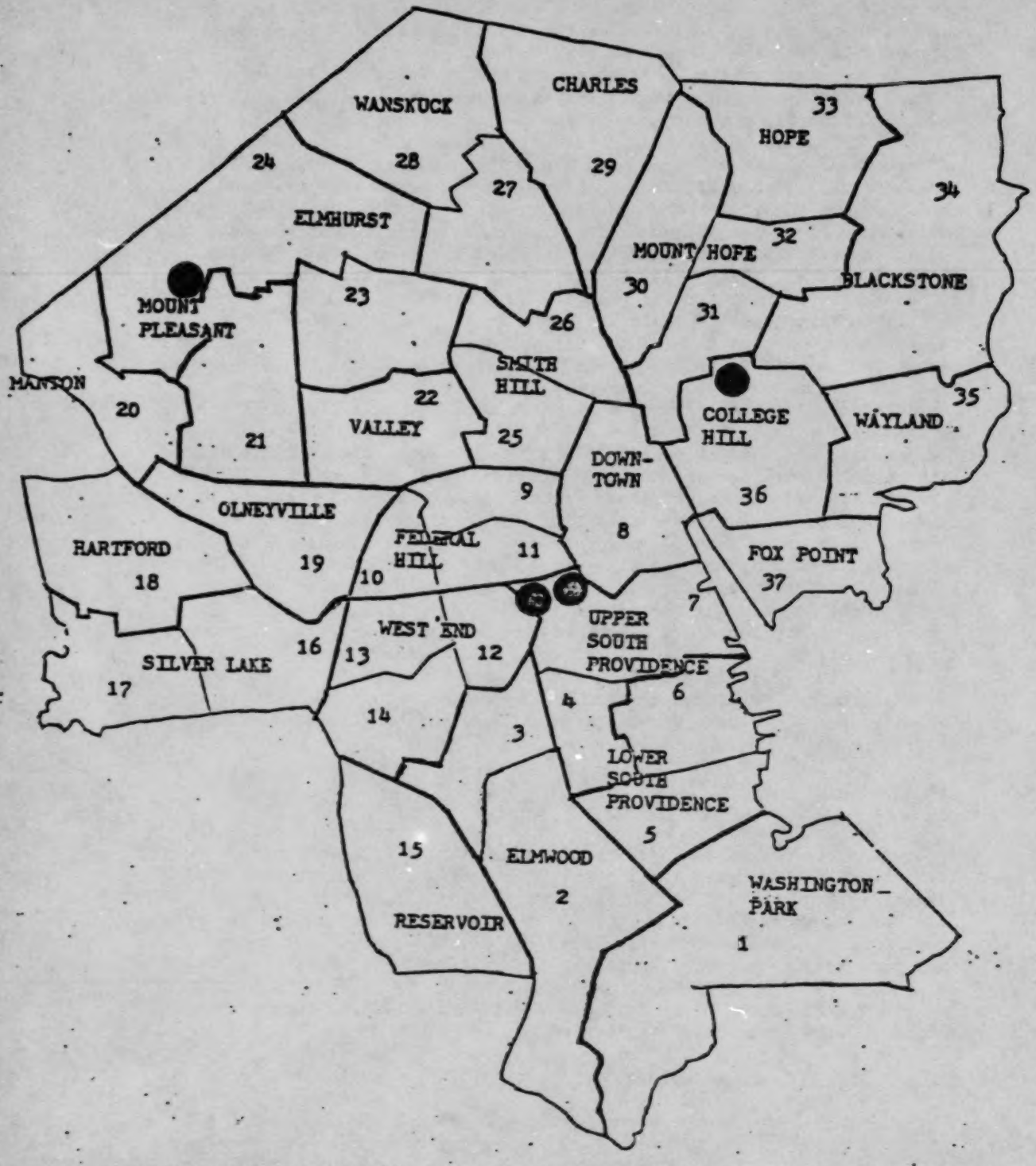
* Census tract 30 contains only 3 students and is not significant analytically. The next lowest number of students is 18, found in census tract 8.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

MAP III-One
Providence Neighborhoods By Census Tracks



Providence Neighborhoods by Census Tracts Providence High Schools
Providence Neutral Site Planning Project, CPAD Urban Field Center

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Two

POTENTIAL STUDENTS FOR NEUTRAL SITE SCHOOL: GRADES 8-11

PERCENT OF TOTAL ENROLLMENT BY RACE AND ETHNICITY FOR CENSUS TRACT

CENSUS TRACT	WHITE %	BLACK %	HISPANIC %	PORTUGUESE %	ASIAN %	AMERICAN INDIAN %	NUMBER TOTAL
1	63.9	16.2	7.0	9.9	3.0	-	302
2	35.2	29.0	20.7	6.5	3.2	-	372
3	40.4	36.5	13.5	5.6	3.9	-	230
4	13.7	65.6	17.0	2.8	.9	-	212
5	11.6	67.6	10.8	6.8	3.2	-	250
6	20.6	53.9	5.9	16.6	2.0	1.1	102
7	32.8	54.1	6.6	1.6	3.3		61
8	27.7	55.6	16.7	-	-		18
9	89.6	-	6.5	3.9	-	-	77
10	86.6	1.5	9.0	3.0	-	-	67
11	83.8	8.1	3.0	3.0	2.0	-	99
12	18.5	71.3	.9	8.3	[illegible]	-	108
13	71.6	8.5	10.2	8.5	.6	.6	176
14	81.3	38.6	5.8	6.7	4.0	-	223
15	87.9	1.7	1.7	8.6	-	-	58
16	96.4	.5	-	2.5	-	-	199
17	93.9	-	1.5	3.0	-	-	66
18	74.4	14.5	6.2	4.8	-	-	277
19	83.7	5.1	5.1	5.1	1.1	-	178
20	83.1	6.6	10.2	-	-	-	166
21	96.0	1.3	1.7	1.0	-	-	298
22	91.5	2.3	1.5	3.8	.8	-	130
23	89.9	4.3	1.4	3.4	.7	-	139
24	95.6	2.2	-	2.2	-	-	183
25	80.4	4.6	8.0	6.9	-	-	87
26	64.1	20.5	3.4	11.1	.8	-	117
27	52.9	40.8	.4	5.7	-	-	223
28	89.8	5.6	-	4.6	-	-	197
29	90.8	1.9	1.4	4.3	1.4	-	207
30	100.0%	-	-	-	-	-	3
31	14.0	67.4	.8	17.1	.8	-	129
32	32.7	50.0	3.3	13.3	.7	-	150
33	81.7	8.5	.7	7.7	1.4	-	142
34	95.5	2.7	-	.9	.9	-	110
35	67.0	2.2	-	25.3	5.5	-	91
36	86.0	4.7	2.3	-	7.0	-	43
37	19.1	12.1	3.8	70.7	.6	-	157
CITY-WIDE	62.4	22.4	6.0	7.8	1.4	0.05	5,597

Source: Raw Data from Providence School Department, Pupil Accounting System December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Three

POTENTIAL STUDENTS FOR NEUTRAL SITE SCHOOL: GRADES 8-11

RANK ORDER OF CENSUS TRACTS BY
TOTAL NUMBER OF STUDENTS

CENSUS TRACT	NUMBER	CENSUS TRACT	NUMBER OF STUDENTS
2	372	23	139
1	303	22	130
21	298	31	129
5	250	26	117
3	230	34	110
18	227	12	108
27	223	6	102
14	223	11	99
4	212	35	91
29	207	25	87
16	199	9	77
28	197	10	67
24	183	17	66
19	178	7	61
13	176	15	58
20	166	36	43
37	157	8	18
32	150	30	3
33	142		

Source: Raw Data from Providence School Department, Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Four

POTENTIAL STUDENTS FOR NEUTRAL SITE SCHOOL: GRADES 8-11

RANK ORDER OF CENSUS TRACTS BY
PERCENTAGE OF WHITE STUDENTS

CENSUS TRACT	% WHITE	CENSUS TRACT	% WHITE
30	100.0	25	80.4
29	96.8	18	74.4
16	96.4	13	71.6
21	96.0	35	67.0
24	95.6	26	64.1
34	95.5	1	63.9
17	93.9	27	52.9
22	91.5	3	40.4
23	89.9	2	35.2
28	89.8	32	32.7
9	89.6	7	32.0
15	87.9	8	27.8
10	86.6	6	20.6
36	86.0	37	19.1
11	83.8	12	18.5
19	83.7	31	4.0
20	83.1	4	13.7
33	81.7	5	11.6
14	81.3		

Source: Raw Data from Providence School Department, Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Five

POTENTIAL STUDENTS FOR NEUTRAL SITE SCHOOL: GRADES 8-11

RANK ORDER OF CENSUS TRACTS BY
PERCENTAGE OF BLACK STUDENTS

CENSUS TRACT	% BLACK	CENSUS TRACT	% BLACK
12	71.3	20	6.6
5	67.6	28	5.6
31	67.4	19	5.1
4	65.6	36	4.7
8	55.6	25	4.6
7	54.1	23	4.3
6	53.9	34	2.7
32	50.0	22	2.3
27	40.8	24	2.2
14	38.6	35	2.2
3	36.5	29	1.9
2	29.0	15	1.7
26	26.5	10	1.5
1	16.2	21	1.3
18	14.5	16	0.5
37	12.1	30	-
33	8.5	17	-
13	8.5	9	-
11	8.1		

Source: Raw Data from Providence School Department, Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Six

POTENTIAL STUDENTS FOR NEUTRAL SITE SCHOOL: GRADE 8-11

RANK ORDER OF CENSUS TRACTS BY
PERCENTAGE OF PORTUGUESE STUDENTS

CENSUS TRACT	% PORTUGUESE	CENSUS TRACT	% PORTUGUESE
37	70.7	28	4.6
35	25.3	29	4.3
31	17.1	9	3.9
6	16.6	22	3.8
32	13.3	23	3.4
26	11.1	10	3.0
1	9.9	11	3.0
15	8.6	17	3.0
13	8.5	4	2.8
12	8.3	16	2.5
33	7.7	24	2.2
25	6.9	7	1.6
5	6.8	21	1.0
14	6.7	34	0.9
2	6.5	8	-
27	5.7	20	-
3	5.6	30	-
19	5.1	36	-
18	4.8		

Source: Raw Data from Providence School Department , Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Seven

POTENTIAL STUDENTS FOR NEUTRAL SITE SCHOOL: GRADES 8-11

RANK ORDER OF CENSUS TRACTS BY
PERCENTAGE OF HISPANIC STUDENTS

CENSUS TRACT	% HISPANIC	CENSUS TRACT	% HISPANIC
2	20.7	15	1.7
4	17.0	21	1.7
8	16.7	17	1.5
3	13.5	22	1.5
5	10.8	23	1.4
13	10.2	29	1.4
20	10.2	12	0.9
10	9.0	31	0.8
25	8.0	33	0.7
1	7.0	27	0.4
7	6.6	16	-
9	6.5	24	-
18	6.2	28	-
6	3.9	30	-
14	5.8	34	-
19	5.1	35	-
37	3.8		
26	3.4		
32	3.3		
11	3.0		
36	2.3		

Source: Raw Data from Providence School Department, Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Eight

POTENTIAL STUDENTS FOR NEUTRAL SITE SCHOOL: GRADES 8-11

RANK ORDER OF CENSUS TRACTS BY
PERCENTAGE OF ASIAN STUDENTS

CENSUS TRACT	% ASIAN	CENSUS TRACT	% ASIAN
36	7.0	23	0.7
35	5.5	32	0.7
14	4.0	13	0.6
3	3.9	37	0.6
7	3.3	8	-
2	3.2	9	-
5	3.2	10	-
1	3.0	15	-
6	2.0	16	-
11	2.0	17	-
29	1.4	18	-
33	1.4	20	-
19	1.1	21	-
4	0.9	24	-
12	0.9	25	-
34	0.9	27	-
22	0.8	28	-
26	0.8	30	-
31	0.8		

Source: Raw Data from Providence School Department, Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Nine

POTENTIAL STUDENTS FOR NEUTRAL SITE SCHOOL: GRADES 8-11

RANK ORDER OF CENSUS TRACTS BY
PERCENTAGE OF AMERICAN INDIAN STUDENTS

CENSUS TRACT	% AMERICAN INDIAN
6	1.1
13	0.6
All other tracts	-

Source: Raw Data from Providence School Department, Pupil Accounting System, December 15, 1977.

TABLE III-Ten

SUMMARY RANK OF ORDER OF FIVE
TOP CENSUS TRACTS BY PERCENTAGE
OF STUDENTS BY RACE AND ETHNICITY

WHITE	BLACK	PORTUGUESE	HISPANIC	ASIAN	AMERICAN INDIAN
29	12	37	2	36	6
16	5	35	4	35	13
21	31	31	8	14	-
24	4	6	3	3	-
34	8	32	5	7	-

Source: Raw Data from Providence School Department, Pupil Accounting System, December 15, 1977.

analysis of the census tracts, there is wide variation in race and ethnicity in the city's distribution pattern of potential neutral school site students. Nonetheless, some particular groupings of similar census tracts population in specific sections of the city are in contradistinction to strategies of locating a school site so as to be accessible to substantial numbers of diverse students if specific attendance area boundaries are used.

This question of accessibility to the candidate sites will be examined more closely in the next section. This section aggregates the student residence by neighborhood and evaluates the accessibility of the candidate neutral school sites to neighborhoods in which minority and non-minority students reside.

ACCESSIBILITY OF CANDIDATE NEUTRAL SITE SCHOOLS TO NEIGHBORHOODS IN WHICH MINORITY AND NON-MINORITY STUDENTS RESIDE

Introduction

The City of Providence is divided into thirty-seven census tracts as discussed in the last section. A limitation of using census data, however, is that boundaries are often not compatible with neighborhood designations which are familiar to most city residents.

As a way to assist in meeting this problem, accessibility of students to potential school sites is discussed in terms of neighborhoods rather than census tracts. Data was aggregated for the twenty-four Providence neighborhoods, identified in Table III-Eleven. The neighborhood boundaries are modifications of the Providence Planning Department designations. (See Appendix B.)

Findings

In an analysis of the potential students by race and ethnicity, in terms of access to sites, Table III-Twelve indicates the conversion of the census tracts into neighborhoods. It displays the percentage of total minority and non-minority students for grades 8-11. When the 24 neighborhoods are measured by the criteria of 50% or more students of all minority groups, only six neighborhoods fall into this category (Table III-Thirteen). They are: Downtown, Elmwood, Fox Point, Lower South Providence, Mt. Hope and Upper South Providence. (Map III-Two and Map III-Three).

Further review indicates that nine neighborhoods have 85% or more white students (Table III-Fourteen): Blackstone, Charles, College Hill, Elmhurst, Federal Hill, Mt. Pleasant, Reservoir, Silver Lake and Valley. (Map III-Four).

An additional ten neighborhoods have between 50-85% white students: Hartford, Hope, Manton, Olneyville, Silver Lake, Smith Hill, Wanskuck, Washington Park, Wayland and West End*.

Nine neighborhoods are 15% or more Black (Table III-Fifteen): Downtown, Elmwood, Lower South Providence, Mt. Hope, Smith Hill, Upper South Providence, Wanskuck, Washington Park and West End. (Map III-Five).

Fourteen neighborhoods have 5% or more Portuguese high school students (Table III-Sixteen): Elmwood, Federal Hill, Fox Point, Hope, Lower South Providence, Mt. Hope, Olneyville, Reservoir, Silver Lake, Smith Hill, Wanskuck, Washington Park, Wayland and West End. (Map III-Six).

Eleven neighborhoods have 5% or more Hispanic high school students (Table III-Seventeen): Downtown, Elmwood, Federal Hill, Hartford, Lower South Providence, Manton, Olneyville, Smith Hill, Upper South Providence, Washington Park and West End. (Map III-Seven).

Nine neighborhoods have 1% or more Asian high school students (Table III-Eighteen): Charles, College Hill, Elmwood, Hope, Lower South Providence, Upper South Providence, Washington Park, Wayland and West End. (Map III-Eight).

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* Of the 3 census tracts comprising West End, census tract 12 is 18.5% white and 82% minority.

Only Lower South Providence has 1% or more American Indian high school students (Table III-Nineteen and Map III-Nine).

Initial assessment of the candidate neutral school sites in relation to the criterion of geographic proximity or accessibility to minority group students indicates that Mt. Pleasant High School is least immediately accessible to neighborhoods which house 50% or more minority group students in grades 8-11; Hope High School is moderately accessible to neighborhoods with 50% or more minority group students. The Central Complex is of excellent accessibility to neighborhoods with minority group students. Conversely, the Central Complex is well positioned for accessibility to non-minority students and Hope High School is moderately accessible to non-minority groups. Mt. Pleasant High School is eminently available to non-minority students on the basis of geography.

The analysis of the geocoding information indicates that Mt. Pleasant High School is the least proximate geographically to neighborhoods which house 50% or more minority group students in grades 8-11; Hope High School is moderately accessible; and the Central Complex is available to both minority group and non-minority group student neighborhoods.

Therefore, it is the preliminary recommendation of this Study that the Central Complex be identified as the neutral site school location to house a magnet program which will provide quality education and will reduce minority student isolation in Providence for high school students on the basis of accessibility to students from minority and non-minority neighborhoods.

This recommendation is assessed in the next three sections of this Chapter through an in-depth social indicator analysis developed as a series of twenty four neighborhood profiles comprising Volume II, a review of the transportation options available to the students to the candidate neutral school sites and an evaluation of the climate for desegregation in these neighborhoods.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Eleven

PROVIDENCE NEIGHBORHOODS BY CENSUS TRACT

Neighborhoods	Census Tract
Blackstone	34
Charles	29
College Hill	36
Downtown	8
Elmhurst	23,24
Elmwood	2,3
Federal Hill	9,10,11
Fox Point	37
Hartford	18
Hope	33
Lower South Providence	5,6
Manton	20
Mt. Hope	30,31,32
Mt. Pleasant	21
Olneyville	19
Reservoir	15
Silver Lake	16,17
Smith Hill	25,26
Upper South Providence	7,4
Valley	22
Wanskuck	27,28
Washington Park	1
Wayland	35
West End	12,13,14

Source: Modification of Providence's Planning and Urban Development Neighborhood Designations.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Twelve

ACCESSIBILITY OF NEUTRAL SCHOOL SITES:
NEIGHBORHOODS BY RACE AND ETHNICITY
BY STUDENT POPULATION, GRADES 8-11

NEIGHBORHOOD	CENSUS TRACT	% OF TOTAL						NUMBER TOTAL
		WHITE	BLACK	HISPANIC	PORTUGESE	ASIAN	AMERICAN INDIAN	
Blackstone	34	95.5	2.7	-	.9	.9	-	110
Charles	29	90.8	1.9	1.4	4.3	1.4	-	207
College Hill	36	86.0	4.7	2.3	-	7.0	-	43
Downtown	8	27.7	55.6	16.7	3.9	-	-	18
Elmhurst	23	89.9	4.3	11.4	3.4	.7	-	139
	24	95.5	2.2	-	2.2	-	-	183
Elmwood	2	35.2	29.0	20.7	6.5	3.2	-	372
	3	40.4	36.5	13.5	5.6	3.9	-	230
Federal Hill	9	89.6	-	6.5	3.9	-	-	77
	10	86.6	1.5	9.0	3.0	-	-	67
	11	83.8	8.1	3.0	3.0	-	-	99
Fox Point	37	19.1	12.1	3.8	70.7	.6	-	157
Hartford	18	74.4	14.5	6.2	4.8	-	-	227
Hope	33	81.7	8.5	.7	7.7	1.4	-	142
Lower South	5	11.6	67.6	10.8	6.8	3.2	-	250
Providence	6	20.6	53.9	5.9	16.6	2.0	1.1	102
Manton	20	83.1	3.6	10.2	-	-	-	166
Mount Hope	30	100.0	-	-	-	-	-	3
	31	14.0	67.4	.8	17.1	.7	-	129
	32	32.7	50.0	3.3	13.3	.7	-	150
Mount Pleasant	21	96.0	1.3	1.7	1.0	-	-	298
Olneyville	19	83.7	5.1	5.1	5.1	-	-	178
Reservoir	15	87.9	1.7	1.7	8.6	-	-	58
Silver Lake	16	96.4	.5	-	2.5	-	-	199
	17	93.9	-	1.5	3.0	-	-	66
Smith Hill	25	80.4	4.6	3.0	6.8	-	-	87
	26	64.1	20.5	3.4	11.1	.8	-	117
Upper South	4	13.7	65.6	17.0	2.8	.9	-	212
Providence	7	32.8	54.1	6.6	1.6	3.3	-	61
Valley	22	91.5	2.3	1.5	3.8	-	-	130
Wanskuck	27	52.9	40.8	.4	5.7	-	-	223
	28	89.8	5.6	-	4.6	-	-	197
Washington Park	1	63.9	16.2	7.0	9.9	3.0	-	302
Wayland	35	67.0	2.2	-	25.3	5.5	-	91
West End	12	18.5	71.3	.9	8.3	.9	-	108
	13	71.6	8.5	10.2	8.5	.6	-	176
	14	81.3	38.6	5.8	6.7	4.0	-	223
City Total		62.4	22.4	6.0	7.8	1.4	0.05	5,597

Source: Raw Data From Providence School Department, Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Thirteen

ACCESSIBILITY OF NEUTRAL SCHOOL SITES:
NEIGHBORHOOD BY STUDENT POPULATION BY RACE
AND ETHNICITY FOR GRADES 8-11

NEIGHBORHOODS 50% OR MORE WHITE	NEIGHBORHOODS 50% OR MORE MINORITY
Blackstone	Downtown
Charles	Elmwood
College Hill	Fox Point
Elmhurst	Lower South Providence
Federal Hill	Mount Hope
Hartford	Upper South Providence
Hope	
Manton	
Mount Pleasant	
Olneyville	
Reservoir	
Silver Lake	
Smith Hill	
Valley	
Wanskuck	
Washington Park	
Wayland	
West End*	

* Of the 3 census tracts comprising West End, census tract 12 is 18.5% white, and 82% minority.

TABLE III-Fourteen

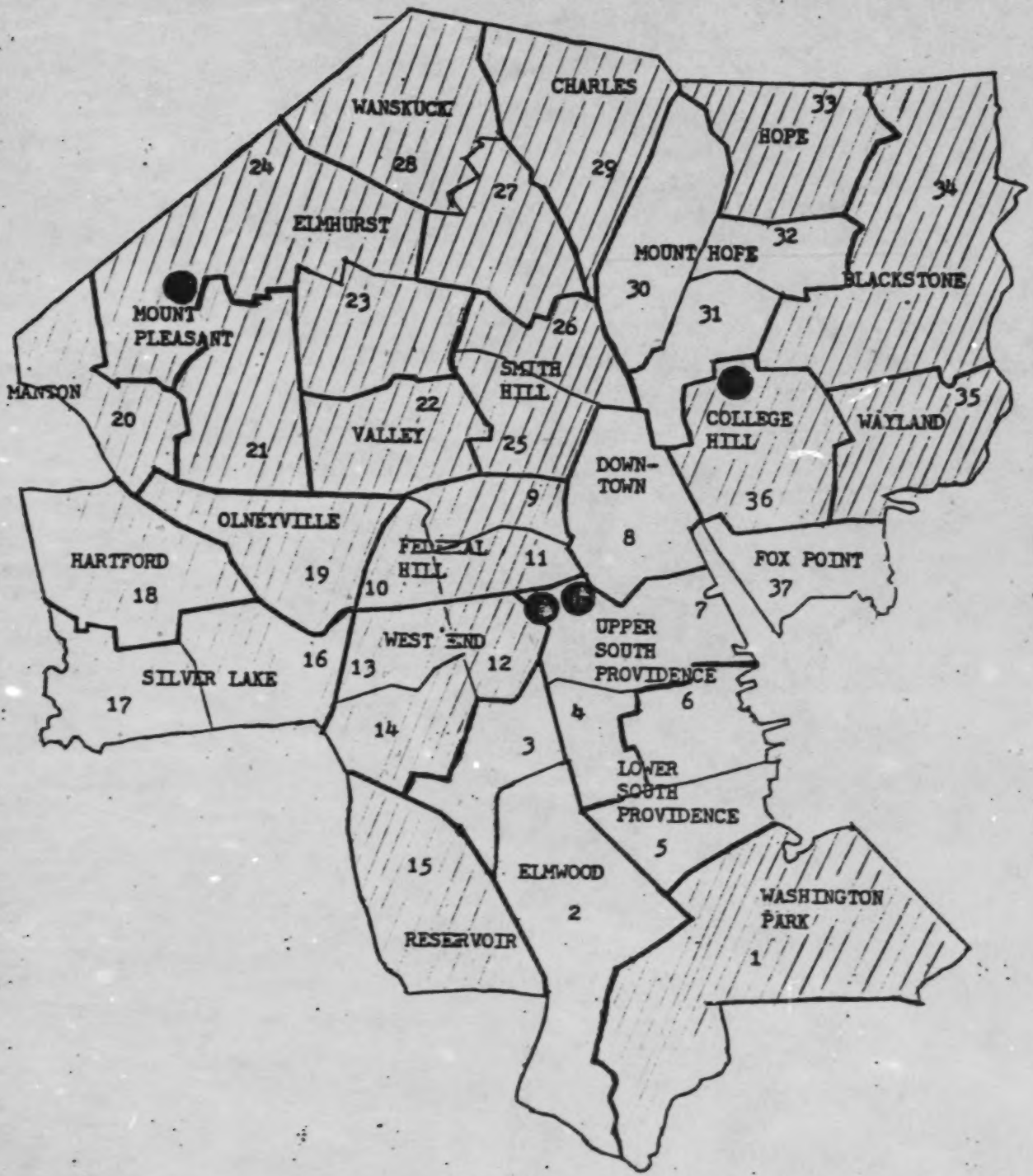
ACCESSIBILITY OF NEUTRAL SCHOOL SITES:
NEIGHBORHOODS WITH 85% OR MORE WHITE
STUDENT POPULATION, GRADES 8-11

Blackstone	Mount Pleasant
Charles	Reservoir
College Hill	Silver Lake
Elmhurst	Valley
Federal Hill	

Source: Raw Data from Providence School Department, Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

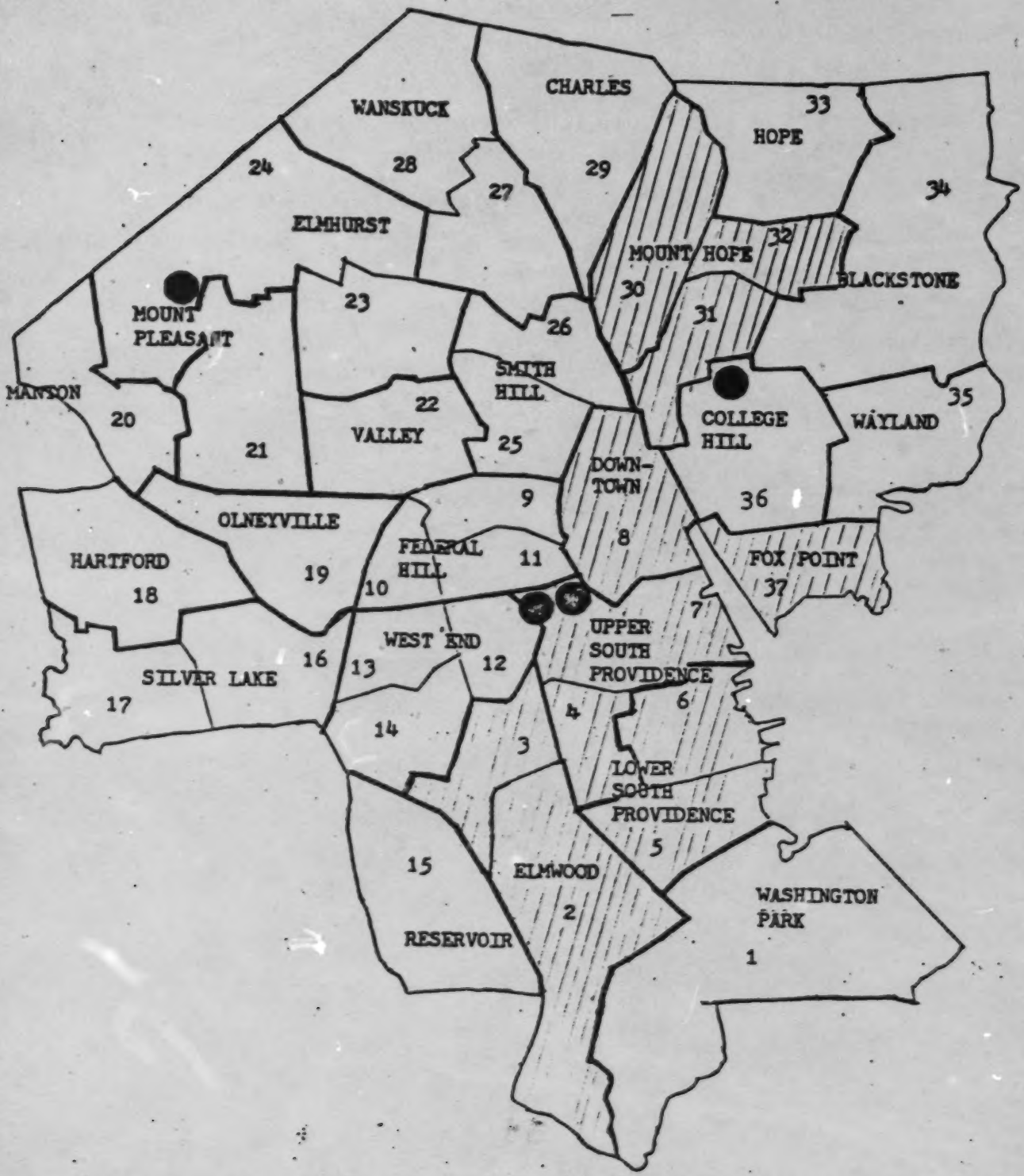
MAP III-Two
Neighborhoods with 50% or More White Student Population
Grades 8-11



Providence Neighborhoods by Census Tracts Providence High Schools ○

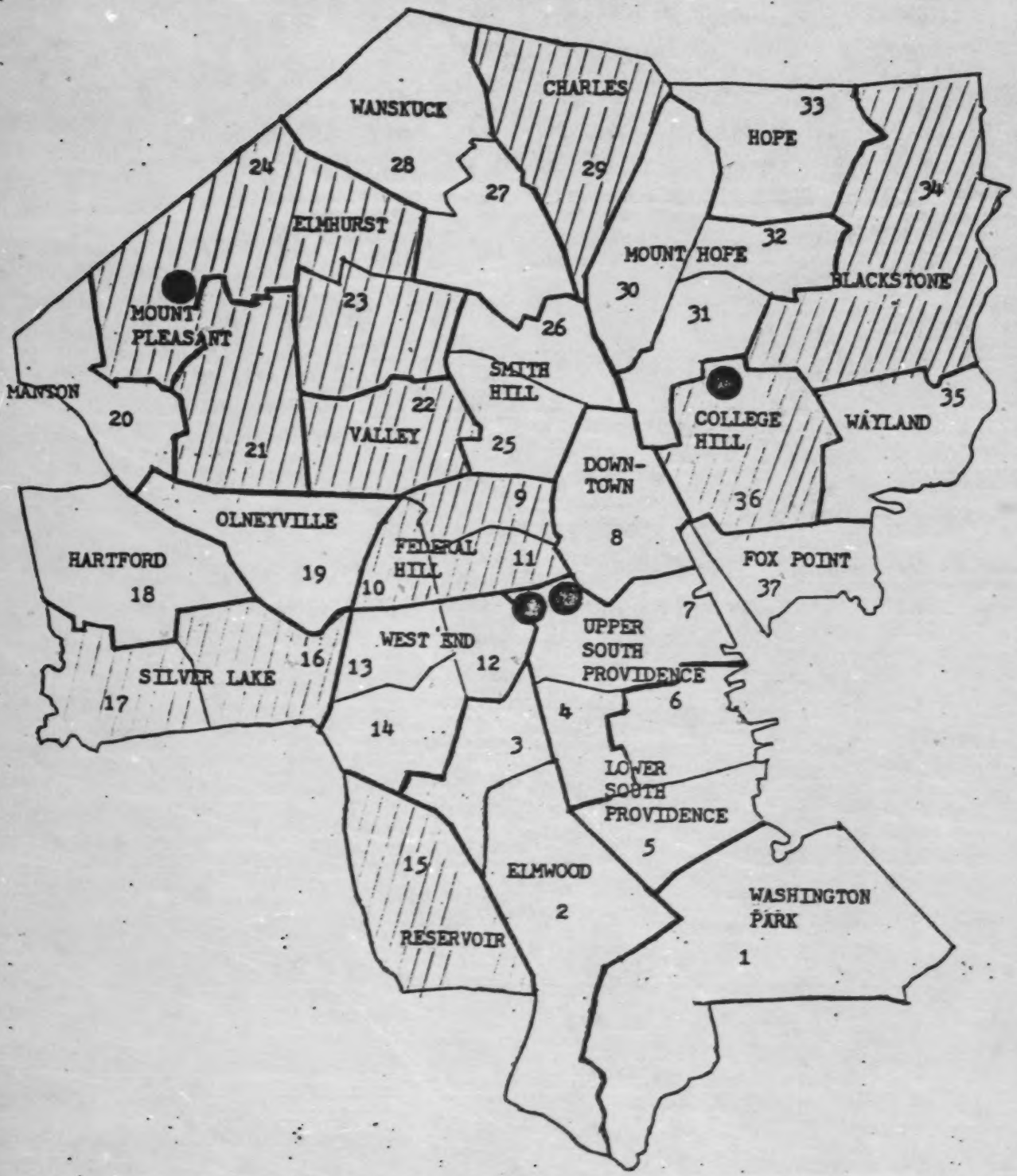
NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

MAP III-Three
Neighborhoods with 50% or More Minority Student Population
Grades 8-11



Providence Neighborhoods by Census Tracts Providence High Schools

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND
MAP III-Four
Neighborhoods with 85% or More White Student Population
Grades 8-11



Providence Neighborhoods by Census Tracts Providence High Schools ○

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Fifteen

ACCESSIBILITY OF NEUTRAL SCHOOL SITES:
NEIGHBORHOODS WITH 15% OR MORE BLACK
STUDENT POPULATION, GRADES 8-11

Downtown	Upper South Providence
Elmwood	Wanskuck
Lower South Providence	Washington Park
Mount Hope	West End
Smith Hill	

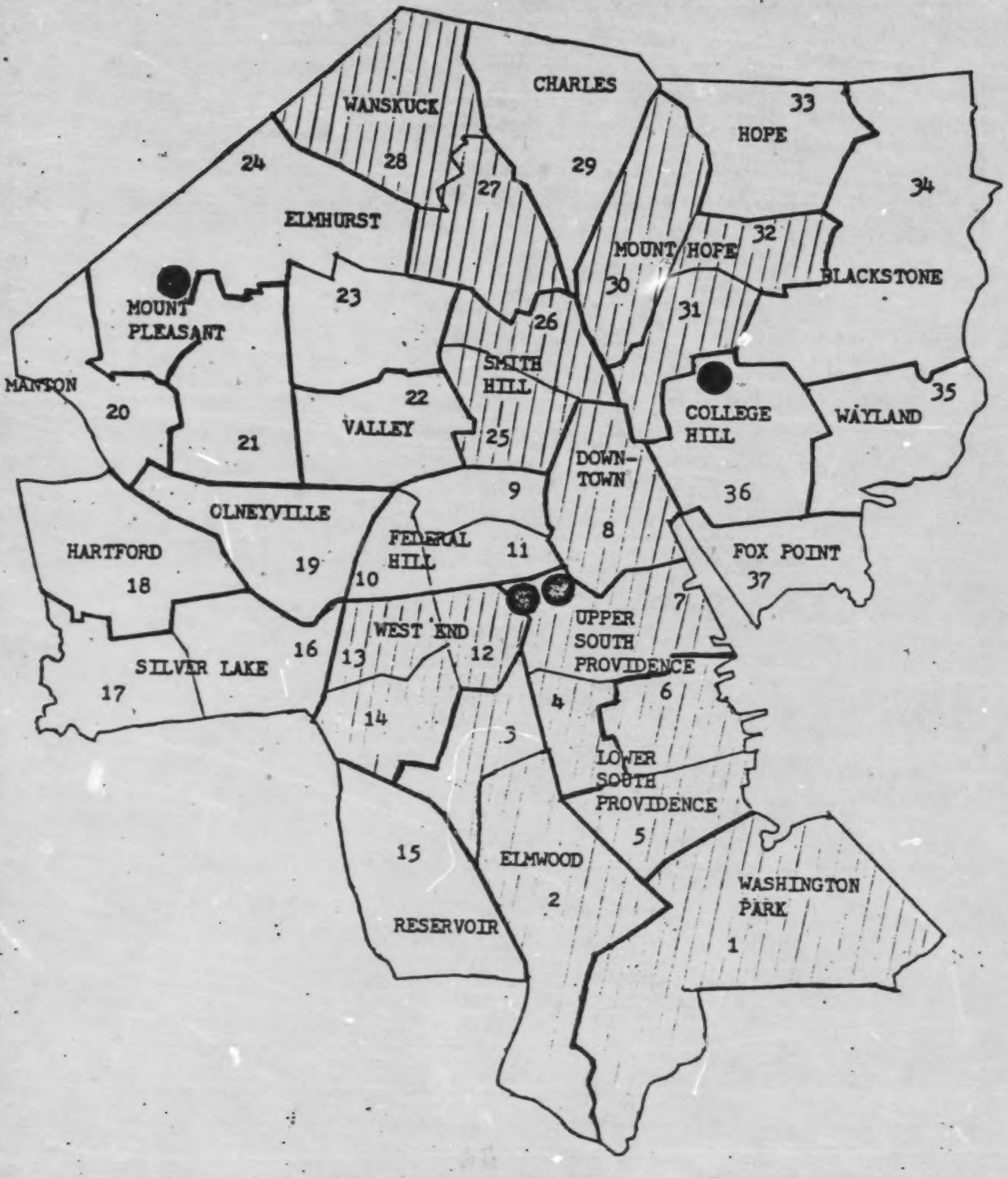
TABLE III-Sixteen

ACCESSIBILITY OF NEUTRAL SCHOOL SITES:
NEIGHBORHOODS WITH 5% OR MORE PORTUGUESE
STUDENT POPULATION, GRADES 8-11

Elmwood	Reservoir
Federal Hill	Silver Lake
Fox Point	Smith Hill
Hope	Wanskuck
Lower South Providence	Washington Park
Mount Hope	Wayland
Olneyville	West End

Source: Raw Data From Providence School Department, Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND
MAP III-Five
Neighborhoods with 15% or More Black Student Population
Grades 8-11



Providence Neighborhoods by Census Tracts Providence High Schools ◯

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Seventeen

ACCESSIBILITY OF NEUTRAL SCHOOL SITES: NEIGHBORHOODS WITH 5% OR MORE HISPANIC STUDENT POPULATION, GRADES 8-11.

Downtown	Manton
Elmwood	Smith Hill
Federal Hill	Upper South Providence
Hartford	Washington Park
Lower South Providence	

TABLE III-Eighteen

ACCESSIBILITY OF NEUTRAL SCHOOL SITES: NEIGHBORHOODS WITH 1% OR MORE ASIAN STUDENT POPULATION, GRADES 8-11.

Charles	Upper South Providence
College Hill	Washington Park
Elmwood	Wayland
Hope	West End
Lower South Providence	

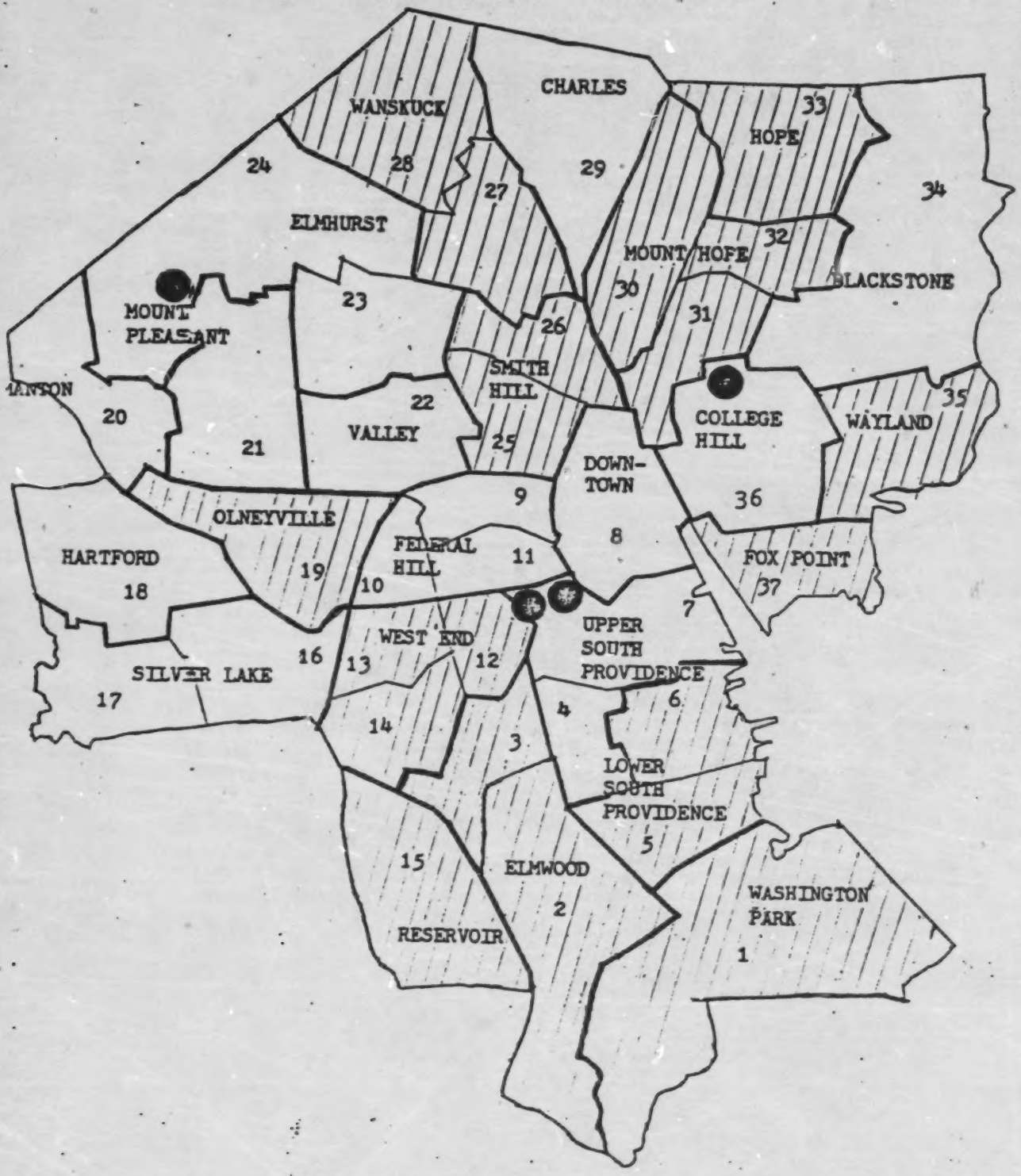
TABLE III-Nineteen

ACCESSIBILITY OF NEUTRAL SCHOOL SITES: NEIGHBORHOODS WITH 1% OR MORE AMERICAN INDIAN STUDENT POPULATION, GRADES 8-11.

Lower South Providence

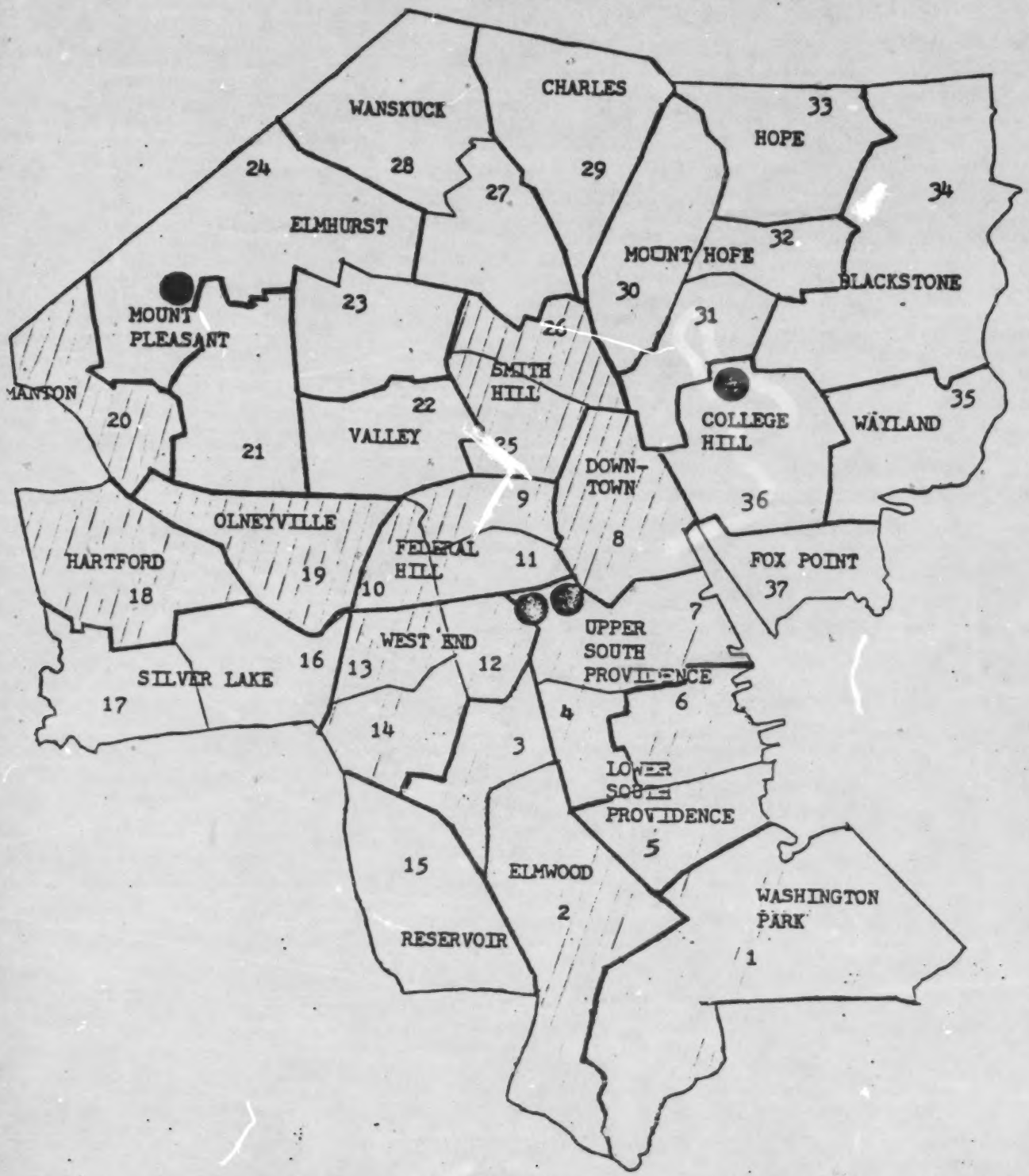
Source : Raw Data from Providence School Department, Pupil Accounting System, December 15, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND
MAP III-Six
Neighborhoods with 5% or More Portuguese Student Population
Grades 8-11



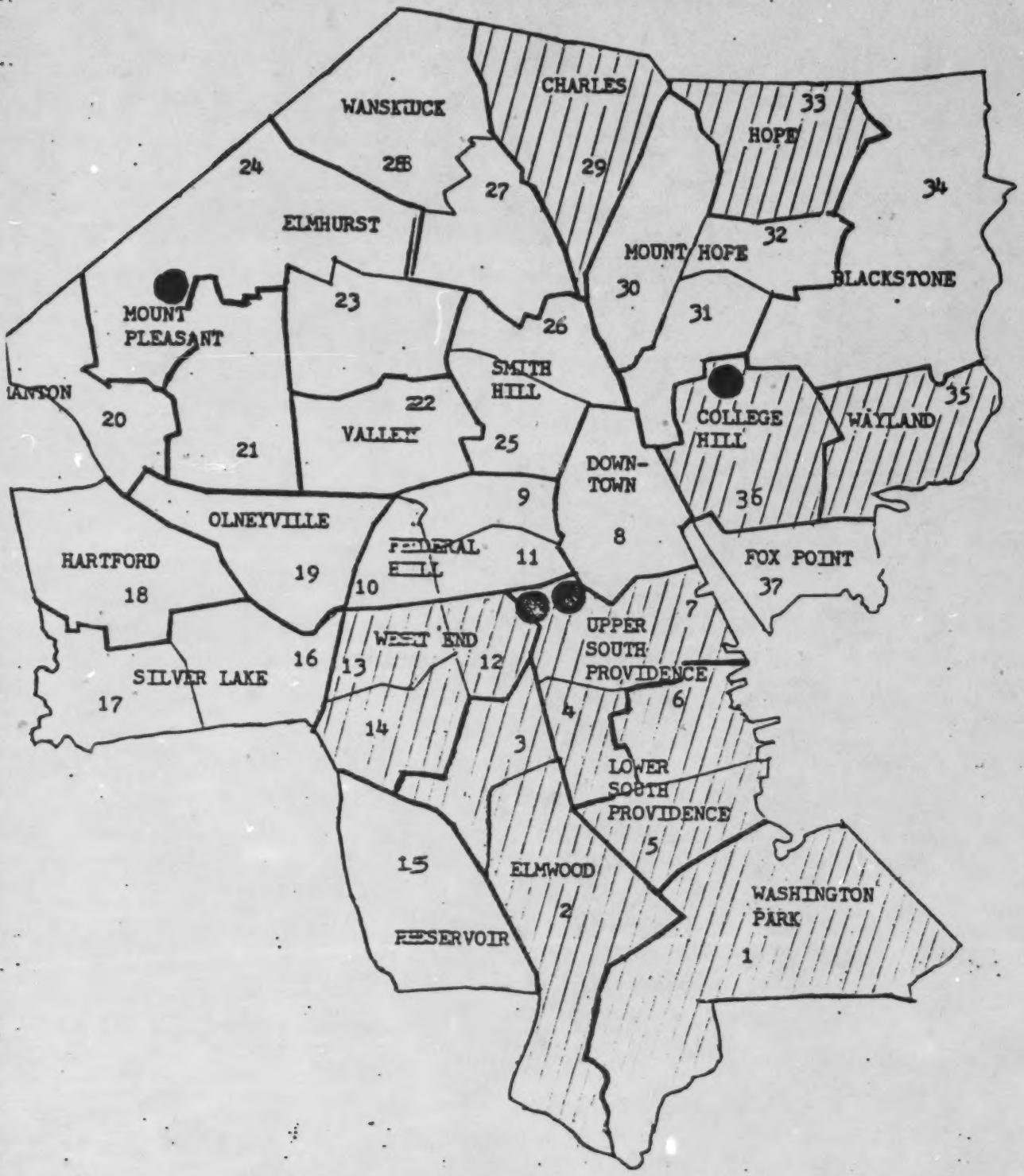
Providence Neighborhoods by Census Tracts Providence High Schools ◯

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND
MAP III-Seven
Neighborhoods with 5% or More Hispanic Student Population
Grades 8-11



Providence Neighborhoods by Census Tracts Providence High Schools ◯

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND
MAP III-Eight
Neighborhoods with 1% or More Asian Student Population
Grades 8-11

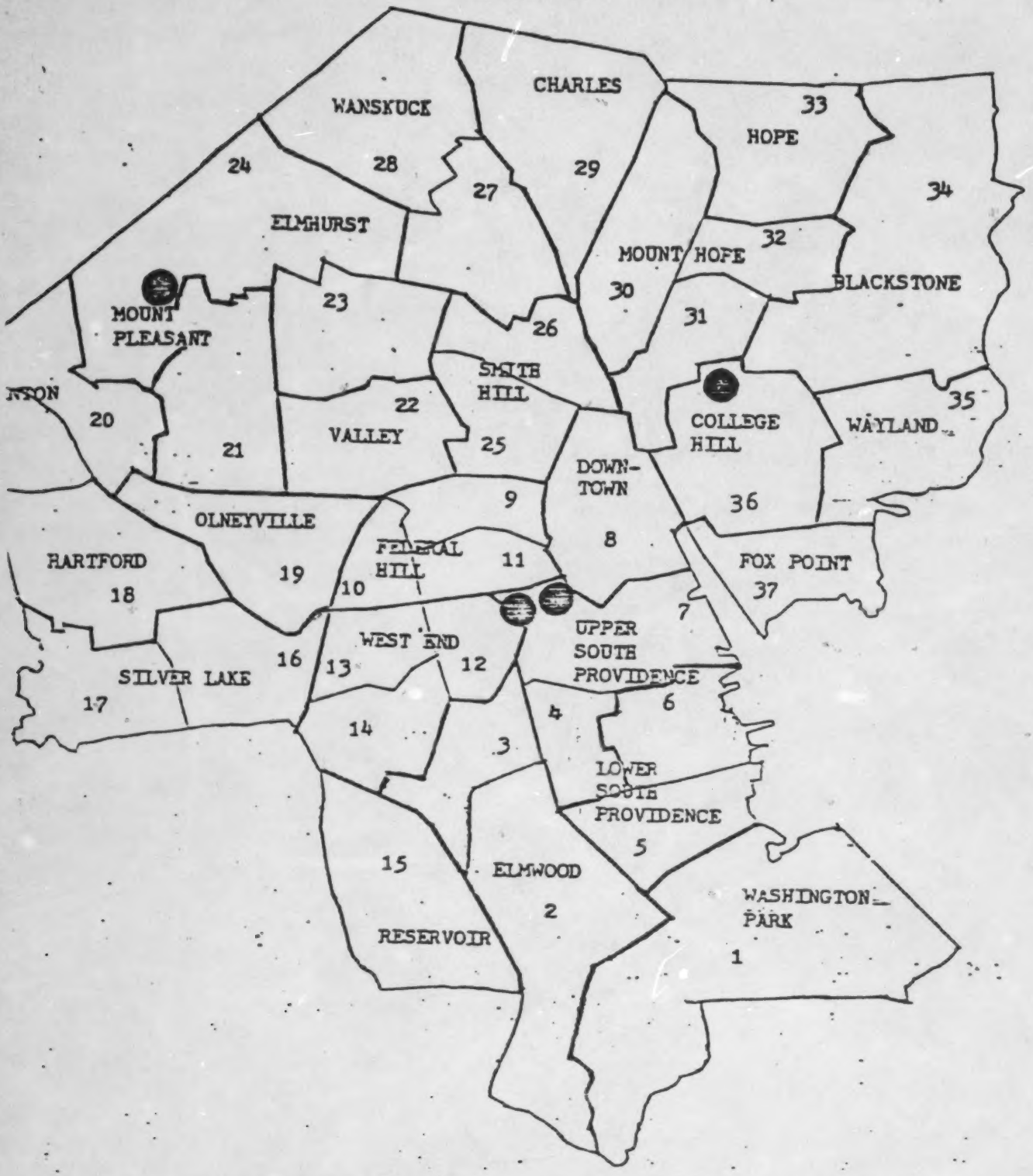


Providence Neighborhoods by Census Tracts Providence High Schools ○

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

MAP III-Nine

Neighborhoods with 1% or More American Indian Student Population. Grades 8-11



Providence Neighborhoods by Census Tracts Providence High Schools

ANALYSIS OF THE LOCATION OF STUDENTS IN RELATION TO THEIR ACCESSIBILITY TO CANDIDATE NEUTRAL SCHOOL SITES THROUGH THE TRANSPORTATION NETWORK

Introduction

A critical element in the measurement of the accessibility of the student population to the candidate neutral school sites is the available transportation. A significant aspect of the planning process is to isolate the current modes of transportation and measure the efficiency of the current routes against the criterion of accessibility of the sites to minority and non-minority sutdents alike. Once the potential students characterized by race and ethnicity are located within the neighborhoods, and the racial and/or ethnic percentage of students of the neighborhoods and their proximity to the potential sites are identified, the modes of transportation of the high school students are examined and assessed against the specific goal of this study to locate a school so as to be accessible to substantial numbers of students of different racial and ethnic backgrounds.

The accessibility of minority and non-minority students was measured in several ways. The three modes of transportation, public transportation, automobile, and walking, were analyzed both for current usage and potential use as a means to the candidate neutral school sites. The analysis includes the travel time/distance to candidate sites. This information was put on maps and overlaid against the geocoded dot maps of the students' residences. An assessment was made of the travel time/distance by the three modes of transportation. The next phase of the analysis correlated travel time/distance of students by race and ethnicity to the candidate neutral school sites.

Analysis

Actual transportation decisions of students are based on a variety of factors: money cost; distance; existence or non-existance of sidewalks or bicycle paths; condition of roads, volume of traffic; availability of parking; frequency and reliability of public transit; condition of public transit vehicles; school traditions; and friendship and bonding patterns. To the question "What choices do students actually make?", the current response has been, for Providence High School Students, that 39% walk, 27.9% use a car, and 23.6% use RIPTA Buses.* (See Table III-Twenty).

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* Source: Technical Paper 69, November 1977
R.I. Statewide Planning Program

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Twenty
MODES OF TRANSPORTATION
FOR PROVIDENCE HIGH SCHOOL STUDENTS

	ENROLLMENT OCT. 1976	SURVEY TOTAL MARCH 1977	WALK		DRIVE		CAR DRIVE AND RIDE		RIDE		SCHOOL BUS		RIPTA BUS		OTHER	
Providence lic High ools	5787	5772	2552	39.0	501	8.7	1611	27.9	1110	19.2	513	8.9	1362	23.6	34	0.6
ral High	1051	2053	1333	64.9	186	9.1	186	9.1			513	25.0			21	1.0
sical School	1296	1265	150	11.9	115	9.1	615	48.6	500	39.5			490	38.7	10	0.8
School	934	970	300	30.9	100	10.3	300	30.9	200	20.6			368	37.9	2	0.6
Pleasant School	1334	1304	442	33.9	100	7.7	450	34.5	350	26.8			411	31.5	1	0.1
	126	125	22	17.6			60	48.0					43	34.4		
rnative Transitional	46	55	5	9.1									50	90.9		

ce: Technical Paper 69, November 1977
RI Statewide Planning Program

RIPTA, automobile, and walking are, in order of preference, currently the chosen modes of travel to school by most students. The implications for these preferred modes of travel for accessibility to potential neutral sites is explained in this section.

All RIPTA routes run from the outside of the city or the city edges, to downtown Providence, as shown in Table III-Twenty-one. To reach Mount Pleasant High School (northwest) from the south, west, east, and northeast section, requires traveling to downtown and transfering to other routes. Similarly, Hope High School requires travel to downtown and transfer to other routes from the south,west, northwest, and north section. Central Complex provides through routes from all sections of the city. (See Table III-Twenty-two and Map III-Ten).

The issue of through or transfer routes becomes especially critical since there is relatively infrequent service on most routes as Table III-Twenty-three indicates. Uncertainties of transfer connection can make total one-way travel time range from thirty (30) minutes to one hour under normal road conditions. Non-transfer one-way travel is a maximum of fifteen minutes under normal road conditions. The combined two-way travel difference can be one and one-half hours per day. The Central Complex provides non-transfer service. (Students coming from the north and northwest would have short walks from their terminal loops to the schools; all others would have direct connections).

Automobile travel, the second most popular mode, find Hope and Mount Pleasant High Schools each served by two secondary roads. The Central complex is served by two expressways, four primary roads, and three secondary roads. (See Map III-Eleven, Table III-Twenty-four) and with few exceptions, the major Providence thoroughfares run out like spokes from downtown Providence. Across town (east-west, north-south) travel is less well facilitated than travel from any given location in Providence to downtown. Both Hope and Mount Pleasant High Schools require substantial cross-town travel from all except their immediate areas. The Central Complex offers spoke routes from most sections of the city with minimal cross-town travel.

Walking, the least favored mode, is determined by distance of student to school, an area one mile in radius from a high school is generally considered to be the walking area. The Central Complex and Hope High Schools each encompass about 20% of the city within a radius of one mile. Mount Pleasant encompasses somewhat less, about 15%. (See Map III-Twelve).

Analysis of this information to determine the accessibility of the students to the candidate school sites by transportation, shows that the site most proximate to the total transportation network is the Central Complex. When applying the criteria developed from the specific goal of measuring access of substantial number of students of different racial and ethnic backgrounds to the candidate neutral school sites, the Central Complex is most readily accessible through RIPTA to all sections of Providence within reasonable travel time parameters.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Twenty-one

ACCESSIBILITY OF SCHOOL SITES TO TRANSPORTATION
MODE OF TRANSPORTATION: PUBLIC TRANSPORTATION

RIPTA ROUTES IN PROVIDENCE - SEPTEMBER 1977

ROUTE NUMBER	ROUTE DESTINATION*	SCHEDULED ROUTE RUNNING TIME TOTAL IN MINUTES	MEAN TIME
1/1A	To City Line	13	12.3 minutes (note: Add 2 minutes for base day observed time)
3/3A	To City Line	1	
6	To Route End (Penn)	11	
11	To Route End (Broad)	15	
12A	To Park	15	
13/13A	To City Line	10	
18/18A	To Route End (Princess)	17	
19/19A	To City Line	15	
20C	To Park Avenue	15	
21 A,B,C	To City Line	13	
26	To Route End	17	
27 A,B	To Route End	21	
28	To Route End	15	
29 A,B	To City Line	16	
31 A,B,C,	To Huntington	17	
37	To Pittman/Gano	29	
38 A,B,C,D	To Red Bridge	9	
41	To Route End	12	
42	To Hope/Chace	14	
49	To Route End	9	
50	To Route End	15	
51	To City Line	11	
52,A	To City Line	15	
53,A	To City Line	10	
54/100	To City Line	10	
56,A	To Route End	14	
57,58,A,B,C	To City Line	11	
59	To Route End	12	
99A, B/100	To City Line	10	

* NOTE: All routes from downtown Providence

Source: RIPTA Schedules, September, 1977.

NEUTRAL SITE PLANNING PROJECT

PROVIDENCE, RHODE ISLAND

TABLE III-Twenty-two

ACCESSIBILITY OF SCHOOL SITES TO TRANSPORTATION:
RIPTA SERVICE TO HIGH SCHOOLS BY
LOCATION, ROUTE AND TRAVEL TIME

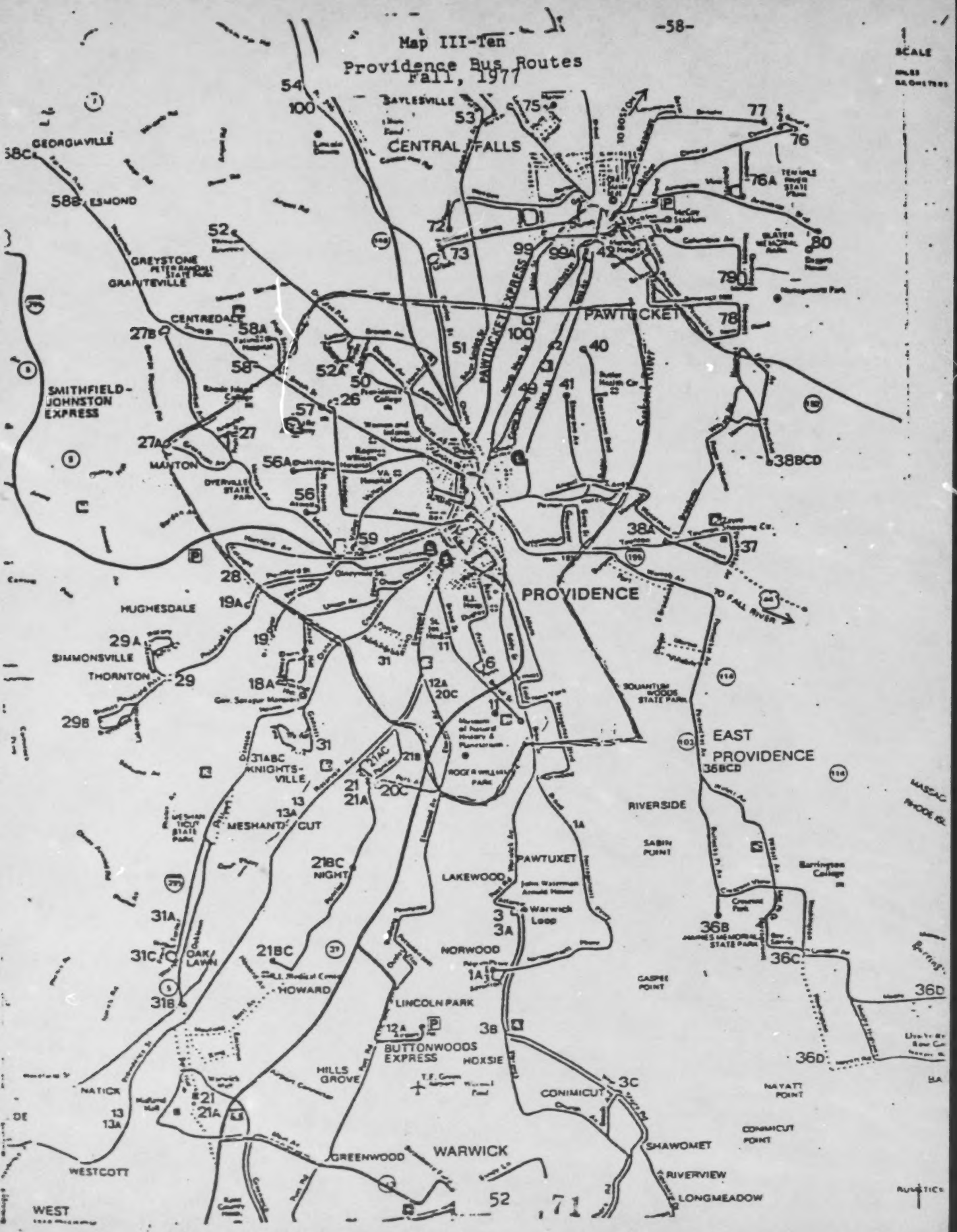
HIGH SCHOOLS	LOCATION	ROUTES	MEAN MAXIMUM TRAVEL TIME PER ROUTE
Central complex All routes are to south, southwest and west of downtown loops.	Broad, Westminster Winter	11 12A 13A 18A 19A 20C 21ABC 29AB 31ABC (9 routes)	9 minutes
Hope All routes are to north and northeast of downtown loops.	Hope, Olney	49 42 (2 routes)	5 and 12 minutes
Mount Pleasant All routes are north and northwest of downtown loops.	Mount Pleasant Wickford	26 56 57/8 (3 routes)	15, 14, and 10 minutes

Source: RIPTA Schedules, September, 1977.

Map III-Ten

Providence Bus Routes

Fall, 1977



NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Twenty-three

RIPTA SERVICE TO HIGH SCHOOLS BY ROUTES,
RUSH HOUR FREQUENCY, AND BASE DAY

HIGH SCHOOL	ROUTE	RUSH HOUR FREQUENCY	BASE DAY** RUSH HOUR FREQUENCY
Hope	42	10	15
	49	30	
Mount Pleasant	26	15	20
	56	20	24
	57/58	10/20	12/24
Central	11	5	15
	12A	20	60
	13A	30	60
	18A	12	20
	19A	24	30
	20C	12	20
	21ABC	12	20
	29AB	24	60
	31ABC	20	30
		Range 5 to 24 minutes	Range 15 to 60 minutes

** Base Day: Actual observed running time of non-rush hours by Neutral Site project staff.

Source: RIPTA Schedules, September, 1977.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

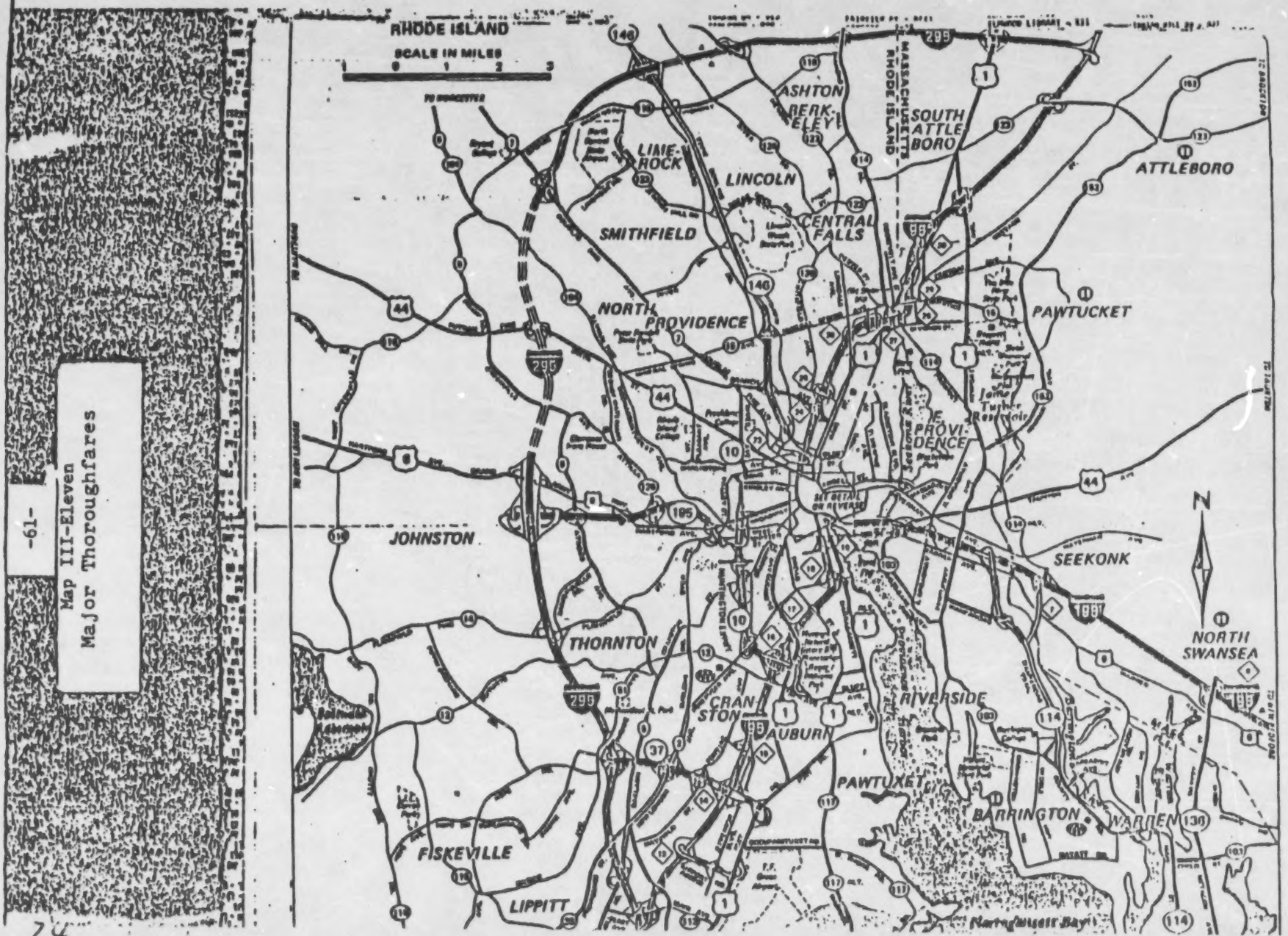
TABLE III-Twenty-four

MODE OF TRANSPORTATION: AUTOMOBILE

STREET SERVICE TO HIGH SCHOOLS

HIGH SCHOOLS	SERVED BY
Hope	2 Secondary Roads Hope Street Olney Street
Mount Pleasant	2 Secondary Roads Mount Pleasant Chalkstone Avenue
Central	2 Expressways I-95 195 4 Primary Roads Westminster, Winter, Broad, Elmwood 3 Secondary Roads Cranston Street Prairie Avenue Broadway

Source: Arrow Street Map Providence -- no date



Map III-Eleven
Major Thoroughfares

74

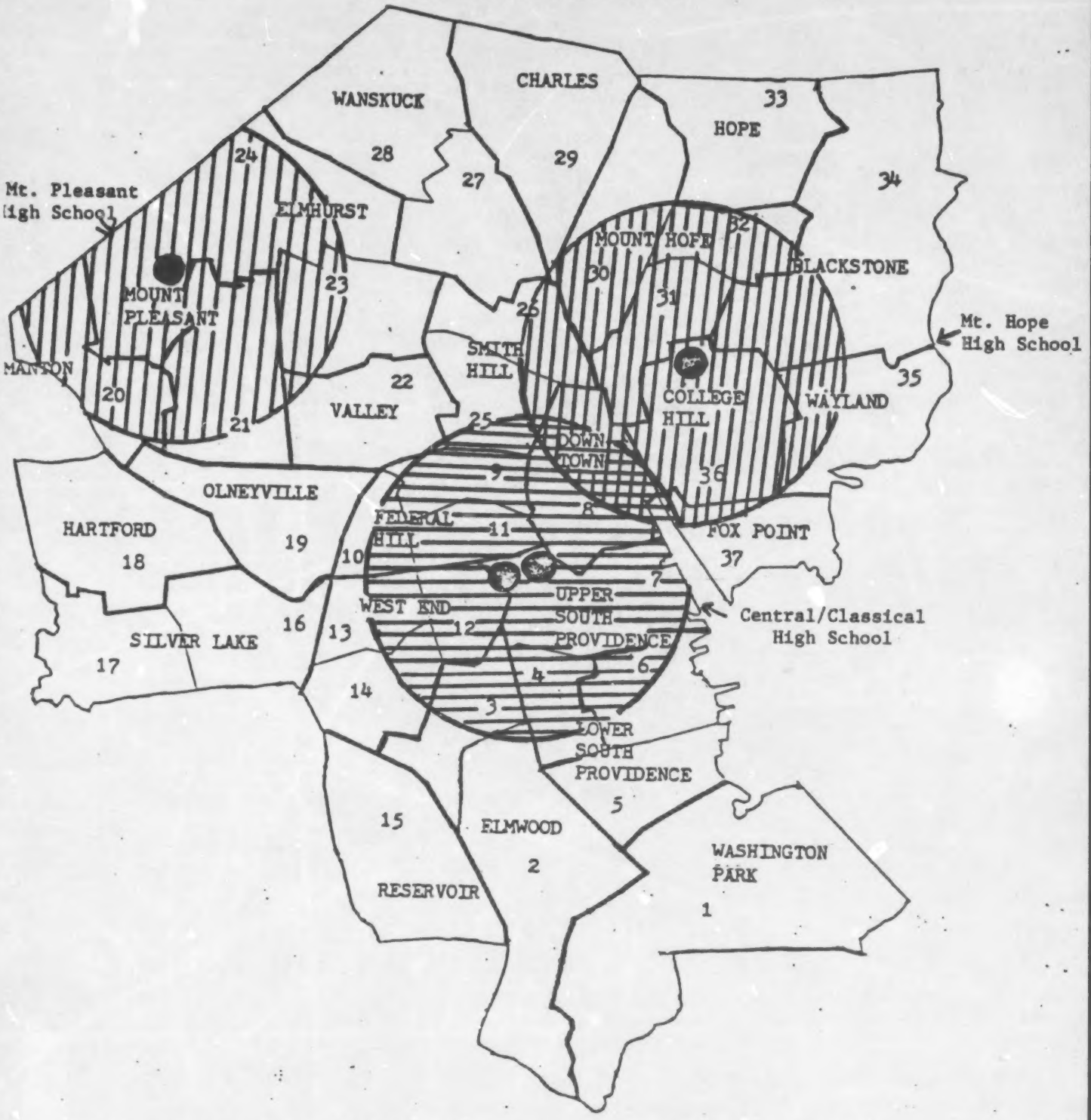
54

75

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

MAP III -Twelve

HIGH SCHOOL WALKING AREAS



Providence Neighborhoods by Census Tracts Providence High Schools ○

½ 1 mile ½

75-A

Source: Providence School Department

Findings

The Central Complex is the only site which can be reached directly and without a transfer wait. This site is most accessible to automobiles since it is served by a large number of road types located just adjacent to the hub of the spoke-like road network. When the walking mode is considered, the Central Complex and Hope High School encompass substantial portions of the non-white residential concentration of grades 8-11, the potential student population, not so of Mount Pleasant High School. The Central Complex walking area includes both a large proportion of these non-white residential concentrations and greater diversity within that non-white population than does Hope High School, in reviewing the three modes. (See Table III-Twenty-five).

The critical element in the measurement of the accessibility of the potential student population to the candidate neutral site schools is the travel time of students in neighborhoods which house diverse student population.

For all neighborhoods, the least travel time in automobile is 7 minutes in Lower South Providence and Downtown to a maximum of 16 minutes from Elmhurst. Of the six neighborhoods within ten minutes to Central Complex are those which house 50% or more minority students. These neighborhoods rank lowest in socio-economic indicators in the city.

In the case of Mount Pleasant High School, the closest neighborhood is Manton and Elmhurst in 8 minutes and the longest distance is Washington Park and Wanskuck in 22 minutes. This is the longest travel time for any neighborhood housing potential neutral site students to any of the candidate sites. (Table III-Twenty-six). Of the eleven neighborhoods within fifteen minutes to Mount Pleasant High School all are 50% or higher white, many are 85% or more white. The socio-economic indicators lie in the midpoint of the city.

Hope High School has the smallest range of travel time for the cities neighborhoods, with 6 minutes from College Hill and sixteen minutes from Reservoir. (Table III-Twenty-seven). Eight communities lie within the ten minute travel time; of them, six are 50% or more white students, one is predominantly Portuguese. Most exhibit the cities highest socio-economic indicators.

An analysis of the public transportation network in relation to these student populations shows very similar patterns. All neighborhoods, as previously discussed have a direct one fare bus route to the Central Complex with travel times ranging from four minutes from Smith Hill, and College Hill, to a maximum of seventeen minutes to Elmhurst and Silver Lake. (Table III-Twenty-eight). Those communities closest to the Central Complex are again those highest in minority student population and low to middle in an analysis of socio-economic indicators. Mount Pleasant High School can be reached by one fare bus route from only seven neighborhoods. These neighborhoods vary in socio-economic indices; at least two, Elmhurst and Mount Pleasant exhibit the highest indicators while Smith Hill and Hartford are at the lower end of the range.

Only six neighborhoods are served by direct one fare bus routes. Of them, Charles and College Hill rank high in socio-economic indicators. The others lie in the mid-range.

In reviewing the findings of the analysis of the transportation network as a key element in the set of criteria which determine the location of the neutral site school, it is clear that the Central Complex meets the mandate of a school site which is accessible to substantial number of minority and non-minority students. Central is the only site which is fed by neighborhoods which vary on socio-economic characteristics and in demographic composition. In addition, there is direct one fare bus service, which is essential since the decision has been made by the School Department not to subsidize neutral site magnet program student travel.

In all, these findings confirm the preliminary recommendation that the Central Complex be designated as the neutral school site. In addition, however, it is suggested that Hope and Mount Pleasant High Schools be utilized for magnet programs and that the transportation network which is currently a limitation to accessibility be changed to conform with the goals of the Providence school system for open and available high school magnet programs.

Summary

A critical element in the analysis of accessibility of the student population to the candidate neutral school sites is the available transportation options particularly when correlated with characteristics of race and ethnicity. The transportation options reviewed include RIPTA, car, and walking in relation to the candidate sites.

A one mile radius from the high school is generally considered "walking distance" by the School Department. The Central Complex and Hope High School each encompass 20% of the city within that radius. Mount Pleasant encompasses about 15%. The Central Complex is also readily accessible through RIPTA to all sections of Providence within reasonable travel time parameters. It is also served by a larger number of road types located adjacent to the hub of the spoke-like road network.

When analyzed for accessibility of minority and non-minority students housed in the twenty-four neighborhoods, the Central Complex is the candidate neutral site school which serves the neighborhoods most diverse in student population and with maximum transportation options available.

Therefore, it is the recommendation of this study that the Central Complex be designated as the neutral site school and that Mount Pleasant and Hope High Schools be considered as potential magnet program schools.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Twenty-five

NEIGHBORHOOD RANKING BY AUTOMOBILE TRAVEL TIME - TO CENTRAL

NEIGHBORHOOD	TRAVEL TIME IN MINUTES
BLACKSTONE	13
CHARLES	13
COLLEGE HILL	8
DOWNTOWN	7
ELMHURST	11
ELMWOOD	11
FEDERAL HILL	10
FOX POINT	9
HARTFORD	15
HOPE	13
LOWER SOUTH PROVIDENCE	7
MANTON	16
MOUNT HOPE	11
MOUNT PLEASANT	16
OLNEYVILLE	14
RESERVOIR	14
SILVER LAKE	15
SMITH HILL	11
UPPER SOUTH PROVIDENCE	10
VALLEY	14
WANSKUCK	13
WASHINGTON PARK	11
WAYLAND	11
WEST END	11

Source: RIPTA Schedules, September, 1977

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Twenty-six

NEIGHBORHOOD RANKING BY AUTOMOBILE TRAVEL TIME - TO MOUNT PLEASANT

NEIGHBORHOOD	TRAVEL TIME IN MINUTES
BLACKSTONE	19
CHARLES	15
COLLEGE HILL	16
DOWNTOWN	15
ELMHURST	8
ELMWOOD	17
FEDERAL HILL	13
FOX POINT	18
HARTFORD	12
HOPE	18
LOWER SOUTH PROVIDENCE	18
MANTON	8
MOUNT HOPE	15
MOUNT PLEASANT	17
OLNEYVILLE	10
RESERVOIR	15
SILVER LAKE	13
SMITH HILL	13
UPPER SOUTH PROVIDENCE	20
VALLEY	10
WANSKUCK	22
WASHINGTON PARK	21
WAYLAND	19
WEST END	14

Source: RIPTA Schedules, September ,1977

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TABLE III-Twenty-Seven

NEIGHBORHOOD RANKING BY AUTOMOBILE TRAVEL TIME - TO HOPE

NEIGHBORHOOD	TRAVEL TIME IN MINUTES
BLACKSTONE	9
CHARLES	12
COLLEGE HILL	6
DOWNTOWN	7
ELMHURST	14
ELMWOOD	13
FEDERAL HILL	9
FOX POINT	7
HARTFORD	15
HOPE	11
LOWER SOUTH PROVIDENCE	11
MANTON	16
MOUNT HOPE	9
MOUNT PLEASANT	14
OLNEYVILLE	15
RESERVOIR	16
SILVER LAKE	15
SMITH HILL	8
UPPER SOUTH PROVIDENCE	12
VALLEY	11
WANSKUCK	11
WASHINGTON PARK	13
WAYLAND	7
WEST END	13

Source: RIPTA Schedules, September, 1977

Table III-Twenty-eight

ACCESSIBILITY OF ALL NEIGHBORHOODS
TO CENTRAL HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE		12
CHARLES		9
COLLEGE HILL	9	4
DOWNTOWN	N/A	N/A
ELMHURST	1	17
ELMWOOD	3	10
FEDERAL HILL	8	7
FOX POINT	2	8
HARTFORD	3	14
HOPE	3	11
LOWER SOUTH PROVIDENCE	4	9
MANTON	1	16
MOUNT HOPE	1	13
MOUNT PLEASANT	5	10
OLNEYVILLE	5	10
RESERVOIR	1	12
SILVER LAKE	4	16
SMITH HILL	5	4
UPPER SOUTH PROVIDENCE	7	6
VALLEY	1	9
WANSKUCK	4	12
WASHINGTON PARK	3	13
WAYLAND	4	8
WEST END	7	13

Source: RIPTA Schedules, September, 1977

TABLE III-Twenty-nine
ACCESSIBILITY OF NEIGHBORHOODS WITH 50% OR MORE WHITE STUDENT POPULATION TO CENTRAL HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	3	12
CHARLES	3	9
COLLEGE HILL	9	4
DOWNTOWN	-	-
ELMHURST	1	17
ELMWOOD	-	-
FEDERAL HILL	8	7
FOX POINT	-	-
HARTFORD	3	14
HOPE	3	11
LOWER SOUTH PROVIDENCE	-	-
MANTON	1	16
MOUNT HOPE	-	-
MOUNT PLEASANT	1	13
OLNEYVILLE	5	10
RESERVOIR	1	12
SILVER LAKE	4	16
SMITH HILL	5	4
UPPER SOUTH PROVIDENCE	-	-
VALLEY	1	9
WANSKUCK	4	12
WASHINGTON PARK	3	13
WAYLAND	4	8
WEST END	7	13

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty

ACCESSIBILITY OF NEIGHBORHOODS WITH 85% OR MORE WHITE STUDENT POPULATION TO CENTRAL HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	3	12
CHARLES	3	9
COLLEGE HILL	9	4
DOWNTOWN	-	-
ELMHURST	1	17
ELMWOOD	-	-
FEDERAL HILL	8	7
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	1	13
OLNEYVILLE	-	-
RESERVOIR	1	12
SILVER LAKE	4	16
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	1	9
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty-one

ACCESSIBILITY OF NEIGHBORHOODS WITH 50% OR MORE MINORITY STUDENT POPULATION TO CENTRAL HIGH SCHOOL BY PUBLIC TRANSIT

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	N/A	N/A
ELMHURST	-	-
ELMWOOD	3	10
FEDERAL HILL	-	-
FOX POINT	2	8
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	4	9
MANTON	-	-
MOUNT HOPE	5	10
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	7	6
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty-two
ACCESSIBILITY OF NEIGHBORHOODS WITH 15% OR MORE
BLACK STUDENT POPULATION TO CENTRAL HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	N/A	N/A
ELMHURST	-	-
ELMWOOD	3	10
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	4	9
MANTON	-	-
MOUNT HOPE	5	10
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	5	4
UPPER SOUTH PROVIDENCE	7	6
VALLEY	-	-
WANSKUCK	4	12
WASHINGTON PARK	3	13
WAYLAND	-	-
WEST END	7	13

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty-three

ACCESSIBILITY OF NEIGHBORHOODS WITH 5% OR MORE HISPANIC STUDENT POPULATION TO CENTRAL HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	N/A	N/A
ELMHURST	-	-
ELMWOOD	3	10
FEDERAL HILL	8	7
FOX POINT	-	-
HARTFORD	3	14
HOPE	-	-
LOWER SOUTH PROVIDENCE	4	9
MANTON	1	16
MOUNT HOPE	-	-
MOUNT PLEASANT	-	-
OLNEYVILLE	5	10
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	5	4
UPPER SOUTH PROVIDENCE	7	6
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	3	13
WAYLAND	-	-
WEST END	7	13

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty-four

ACCESSIBILITY OF NEIGHBORHOODS WITH 15% OR MORE BLACK STUDENT POPULATION TO HOPE HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	2	7
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	2	7
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	2	10
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty-five
ACCESSIBILITY OF NEIGHBORHOODS WITH 5% OR MORE PORTUGUESE STUDENT POPULATION TO CENTRAL HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	-	-
ELMHURST	-	-
ELMWOOD	3	10
FEDERAL HILL	8	7
FOX POINT	2	8
HARTFORD	-	-
HOPE	3	11
LOWER SOUTH PROVIDENCE	4	9
MANTON	-	-
MOUNT HOPE	5	10
MOUNT PLEASANT	-	-
OLNEYVILLE	5	10
RESERVOIR	1	12
SILVER LAKE	4	16
SMITH HILL	5	4
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	4	12
WASHINGTON PARK	3	13
WAYLAND	4	8
WEST END	7	13

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty-six

ACCESSIBILITY OF ALL NEIGHBORHOODS TO HOPE HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	3	5
COLLEGE HILL	2	3
DOWNTOWN	2	7
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	N/A	N/A
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	2	7
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	2	10
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty-seven
ACCESSIBILITY OF NEIGHBORHOODS WITH 50% OR MORE WHITE STUDENT POPULATION TO HOPE HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	3	5
COLLEGE HILL	2	3
DOWNTOWN	-	-
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	N/A	N/A
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty-eight
ACCESSIBILITY OF NEIGHBORHOODS WITH 50% OR MORE MINORITY STUDENT POPULATION TO HOPE HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	2	7
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	2	7
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Thirty-nine

ACCESSIBILITY OF NEIGHBORHOODS WITH 85% OR MORE WHITE STUDENT POPULATION TO HOPE HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	3	5
COLLEGE HILL	2	3
DOWNTOWN	-	-
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Forty

ACCESSIBILITY OF NEIGHBORHOODS WITH 5% OR MORE PORTUGUESE STUDENT POPULATION TO HOPE HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	-	-
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	2	7
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	2	10
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Forty-one

ACCESSIBILITY OF NEIGHBORHOODS WITH 5% OR MORE HISPANIC STUDENT POPULATION TO HOPE HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	2	7
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	N/A	N/A
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Forty-two

ACCESSIBILITY OF ALL NEIGHBORHOODS TO MOUNT PLEASANT HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	4	13
ELMHURST	4	4
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	1	3
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	N/A	N/A
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	1	9
SMITH HILL	5	7
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	2	18
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Forty-three

ACCESSIBILITY OF NEIGHBORHOODS WITH 50% OR MORE MINORITY STUDENT POPULATION TO MOUNT PLEASANT HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	-	-
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Forty-four

ACCESSIBILITY OF NEIGHBORHOODS WITH 50% OR MORE WHITE STUDENT POPULATION TO MOUNT PLEASANT HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	4	13
ELMHURST	4	4
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	1	3
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	N/A	N/A
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	1	9
SMITH HILL	5	7
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	2	18
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Forty-five

ACCESSIBILITY OF NEIGHBORHOODS WITH 85% OR MORE WHITE STUDENT POPULATION TO MOUNT PLEASANT HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	-	-
ELMHURST	4	4
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	1	9
SMITH HILL	-	-
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Forty-six
ACCESSIBILITY OF NEIGHBORHOODS WITH 15% OR MORE BLACK STUDENT POPULATION TO MOUNT PLEASANT HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	-	-
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	5	7
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Forty-seven

ACCESSIBILITY OF NEIGHBORHOODS WITH 5% OR MORE PORTUGUESE STUDENT POPULATION TO MOUNT PLEASANT HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	-	-
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	1	3
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	1	9
SMITH HILL	5	7
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

TABLE III-Forty-eight

ACCESSIBILITY OF NEIGHBORHOODS WITH 5% OR MORE HISPANIC STUDENT POPULATION TO MOUNT PLEASANT HIGH SCHOOL BY PUBLIC TRANSIT SYSTEM

NEIGHBORHOOD	NO. OF ROUTES	MEAN TIME IN MINUTES
BLACKSTONE	-	-
CHARLES	-	-
COLLEGE HILL	-	-
DOWNTOWN	-	-
ELMHURST	-	-
ELMWOOD	-	-
FEDERAL HILL	-	-
FOX POINT	-	-
HARTFORD	-	-
HOPE	-	-
LOWER SOUTH PROVIDENCE	-	-
MANTON	-	-
MOUNT HOPE	-	-
MOUNT PLEASANT	-	-
OLNEYVILLE	-	-
RESERVOIR	-	-
SILVER LAKE	-	-
SMITH HILL	5	7
UPPER SOUTH PROVIDENCE	-	-
VALLEY	-	-
WANSKUCK	-	-
WASHINGTON PARK	-	-
WAYLAND	-	-
WEST END	-	-

Source: RIPTA Schedules, September, 1977

CHARACTERISTICS OF PROVIDENCE NEIGHBORHOODS IN WHICH MINORITY AND NON-MINORITY STUDENTS RESIDE

Introduction

The identification of neighborhoods which house minority and non-minority students was a crucial activity in the Neutral Site Planning Project, as was the analysis of transportation network. The findings of these planning activities, however, must be reviewed together with data developed about the twenty-four neighborhoods of Providence.

The data on each neighborhood is presented in an individual profile, or a series of tables and charts with statistical information in Volume II. The information in the profiles include demographic, socio-economic, housing, social service and crime data. Specific indicators from each data category were selected on the basis of an assessment of the perceived needs for educational programming by Rhode Island planners, educators, and community groups; availability of secondary data sources; and experience with data collection and analysis activities in Rhode Island. The listing of indicators is extensive, and includes such data as population by race and Spanish language; median school years completed; employment status; density of residence with housing unit; distribution of land use; mortality rates; and family court hearings.

The neighborhood profiles present a wide range of data which are useful for several reasons. First, the profiles establish criteria for measuring the accessibility of school sites to racial and ethnic minority students, and provide a sense of the climate for neighborhood adoption of neutral site or other city-wide magnet programs. Second, the profiles are helpful in determining curriculum and support services for the magnet programs as they emerge into viable and innovative programs over the next few years. Specifically, the profiles assist curriculum developers in validating student need for career-oriented and competency-based programs. Information in the profiles is also helpful to architectural and educational planners in determining support services for the students in the school system. Third, the profiles, as a comprehensive information system, can be used by decision-makers at different phases of the educational process in order to improve policy and program development activities at the school site and central administration levels in Providence.

While the goal of this effort has been to develop data for the planning of neutral site magnet programs which reduce or eliminate minority student isolation, the data can also be valuable to those outside the educational system. The data also has great potential for future studies and analysis.

Methodology

The development of neighborhood profiles was a process composed of numerous activities and techniques. A detailed methodology is contained in Volume II of this report, but a brief description appears below. The use of social indicator analysis is applied to the development of this information base since it is a policy approach.

Goal Setting

Goal setting occurs at several levels, stemming from specific Neutral Site goals and the more contextual background goals articulated in the enabling ESAA legislation. Goal setting was also influenced by the values and ideologies held by staff responsible for designing and carrying out the planning project.

Setting Geographic Boundaries of Neighborhoods to Be Studied

The study area was defined as both the school district and the neighborhoods within which the students reside. The neighborhood designations are modifications of the Providence Department of Planning and Urban Development (PUD) boundaries. Where modifications occur, it is because the Neutral Site Planning Project staff collected secondary data by census tract and defined neighborhoods accordingly. Some data is presented by the Mayor's Office of Community Development and their neighborhood boundaries are shown as well. (Appendix B)

Selection of Social Indicator Categories

The selection of indicators depended upon the goals and objectives of the planning project. In order to develop a plan to reduce or eliminate minority and ethnic student isolation in the school district, and to develop a plan for a neutral site school, a comprehensive set of indicators was selected. One set was used in the neighborhood profiles; the second set, in the school profile which were presented in the Second Interim Report. The indicator categories to be included in the neighborhood analysis were identified as demographic, economic, housing, social service and crime indicators.

Selection of Indicators

Specific indicators within the categories were identified on the basis of the perceived needs of Providence planners, and educators, and community groups; the availability of secondary data sources; and past experience with data collection and analysis activities. Selection of individual indicators was also based on their potential relevance in developing short range and long range educational policy and programing strategies.

Social Indicator Analysis

The conceptual planning model in the development of the neighborhood

profiles is the utilization of a comprehensive planning approach to urban systems analysis as it is applied to the public education system in Providence. The fundamental assumption of this model is that the public education system interacts with other urban systems (housing, economic, transportation, recreation) within a community to structure our living environment. The measurement of the impact of this interrelationship is the essential analytic structure for this aspect of the planning process and is accomplished through a social indicator analysis. This is a planning technique which identifies the relevant variables which impact upon the school system.* (Diagram Two presents the indicators analyzed for this project.) Social indicator analysis was developed to measure whether a particular social goal had been met and to determine what the impact of a particular program is on its client group. It relies on statistical data and the notion of interrelationship of systems; it ultimately relates to concepts about society and its values. Social indicators are statistical measures of existing conditions within a city's economic and social conditions; the level of activities are grouped into functional areas and examined over time. By using more than one indicator to examine a particular area (health care, housing, income production), a profile of the neighborhood can be developed which depicts current conditions and reveals important changes in condition over time.

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* There are four preliminary steps in creating a program of indicator assessment according to J. W. Norton, Jr., R. Morgan, MEASURING COMMUNITY PERFORMANCE, A Handbook of Indicators, University of Oklahoma, Bureau of Government Reasearch, 1975.

1. Determination of the purpose of an indicator program;
2. Decision on specific information which is needed to satisfy the purpose;
3. Determination of the appropriate level of aggregation of the indicators selected; and
4. Decision about how the indicators can be analyzed to determine whether the purpose has been met.

These steps are discussed with greater specificity in Volume II.

DIAGRAM TWO

Indicator Analysis for Neighborhood Profile for the Location of Neutral Site School and to Plan its Educational Program

DEMOGRAPHIC DATA INDICATORS

- Total population
- Population by white and non-white
- Population by race and Spanish language
- Persons 25+ by race and years of school completed
- Median school years completed
- Nativity and parentage
- Most frequent country of origin and foreign stock
- Spanish population indicators

HOUSING AND ENVIRONMENT DATA

- Selected housing characteristics
- Value of owner occupied housing by head of household
- Age of neighborhood housing as a percentage of total neighborhood housing units
- Housing units by owner and renter
- Median value or rent of occupied units
- Gross rent as a percentage of income by income levels
- Renter-occupied as a percentage of neighborhood's rented units
- Units in structure as a percentage of neighborhood's housing structures
- Density of resident within housing unit
- Automobiles available per household
- Land use of neighborhood

ECONOMIC INDICATORS

- Employed Persons 16 years old and over by occupation
- Employment status, males 14 years and over
- Employment status, females 14 years and over
- Employment status by race of males 16 years and over
- Employment status by race of females 16 years and over
- Median income
- Persons below poverty level
- Related children under 18 in families below poverty level by race
- AFDC Cases
- Families receiving public assistance
- Unrelated individuals receiving public assistance

SOCIAL SERVICE DATA INDICATORS

- Net effect of resident births and deaths
- Selected health indices: Mortality
- Selected health indices: Natality
- Admission and rate/thousand to Providence Mental Health Center

CRIME DATA INDICATORS

- Family court hearings other than wayward/delinquent
- Non-judicial motor vehicle violations only
- Non-judicial other than wayward/delinquent
- Hearings - motor vehicle violations only

Locating Data Sources

The data for these profiles were developed from secondary sources. A listing of data sources was developed on the basis of a data source search utilizing previous experience. The principal Rhode Island sources of secondary data for the neighborhood profiles are:

Providence Department of Planning and Urban Development
Providence Mayor's Office of Community Development
Providence Mental Health Center
Rhode Island Department of Health
Rhode Island Health Research, Inc.
Rhode Island Department of Social and Rehabilitative Services
Rhode Island Division of Statewide Planning
Legislative Report of the Family Court of the State of Rhode Island
Rhode Island Department of Community Affairs
Rhode Island Historic Preservation Society
Rhode Island Department of Economic Development

The major federal secondary sources are the U.S. Census of Population and of Housing,* the Federal Reserve Bank and the Department of Labor Monographs.

Development of Research Design

A research design and work plan was developed, which included topical areas, indicators, geographic units for which data was to be collected, frequency (year), and data sources.

An example of the data organization is:

AREA: SOCIAL SERVICES

INDICATOR	GEOGRAPHIC AREA	FREQUENCY	DATA SOURCE
Population by race, age	Census tract	1960, 1970	U.S. Census of Population
Mental Health Service	Census tract	current, 1977	MHRH Social and Rehabilitative Services

* U.S. Bureau of the Census, Census of Population and Housing, 1960 and 1970. There were some limitations of census data used in the profiles which ought to be addressed. First, data by race is unavailable by census tract for groups reporting less than 400 persons. In order to identify minority populations less that 200, it is necessary to use fourth count computer tapes. This is a lengthy and intricate process. Second, census tract boundaries were altered in Providence between 1960 and 1970. This limits the degree of accuracy when comparisons and trends are reported for the ten year period. Third, demographic and

Data Collection

A research team was established, and began the development of a data gathering network. Initial activities were location of data sources and an assessment of data source through availability and relevance to goals. Data collection activities were then carried out. Once completed, the information underwent extensive quality control and additional data collection efforts, as appropriate, were undertaken.

Statistical Analysis

After the completion of the initial data collection, indicators were developed from the information and formated into profile tables. Formating data is a significant aspect of the analysis since it is through the series of charts and tables that the data will be displayed in terms of relationship to each other.

Policy Analysis

Inferential data analysis was developed in terms of two critical questions. They were: what does this information tell us about the accessibility of students to a candidate neutral school site, and what does this data indicate for curriculum development and support pupil service programming. This analysis was presented to the Providence School Department in a series of memoranda and summarized in the Second Interim Report.

Presentation of Data

This information was formated, and presented in twenty-four neighborhood profiles as tables and charts, usually in time series, preceeded by a narrative summary describing the neighborhood. These twenty-four Neighborhood Profiles comprise Volume II.

Findings

The findings of the twenty-four neighborhood profiles are useful for educational programming as discussed in the Profiles "Introduction" and for many other groups such as: school administrators, school committee members, professional planners, city administrators, curriculum developers, teachers, human service administrators, legislators, civic and community groups, civil rights advocates, students and university

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* (continued)

socio-economic data has changed significantly since 1970, and new census figures are unavailable. Groups such as the Spanish-speaking are far higher in number than 1970 census data indicates. Fourth, census figures do not include a special break-out for Portuguese, a group which has been increasing greatly in Providence over the past ten years. Numbers of Portugues residents are included in a category entitled "other", and one can only estimate the population. In spite of these limitations, however, the data provided in these profiles is probably the most comprehensive and recently collected for Providence at the present time.

researchers. As a way to summarize the twenty-four profiles and to visually indicate the relationship of the indicators to each other as they form a whole, a table was developed of the neighborhoods ranked in relation to each other according to thirteen critical indicators out of the thirty-eight which were examined. These indicators were also identified as key elements in the development of a city-wide perspective of the neighborhoods and as an assessment of the climate for educational change outside of the schoolhouse.

Table III-Twenty-nine is a chart ranking the twenty-four Providence neighborhoods based on the demographic, social, economic and transportation indicators utilized in the Profiles analyses. The thirteen indicators were ranked individually from 1-24 so as to provide a numerical picture of the neighborhoods. This ranking was used to correlate the quality of the neighborhoods with a measure of the accessibility to the Central Complex, previously recommended as the neutral site school. One of the most significant uses of the profiles was their ability to document this recommendation in accordance with the criteria established in the proposal mandate: to select a site accessible to substantial numbers of school children.

The indicators selected are: 1975 population; 1970 percent non-white population; 1970 percent population for years of high school and over; 1970 percent population employed as professionals, technicians and managers; 1970 median income; 1970 percent population below poverty level; 1977 number of AFDC cases; 1975 percent of housing units in need of substantial rehabilitation; 1970 percent of housing units constructed prior to 1940; 1970 percent of housing which is owner occupied; 1970 percent of households with one or more automobiles; 1977 percent of minority or ethnic students in grade 8-11; and 1977 number of minutes to travel by automobile to the Central Complex. The first twelve indicators are aggregated and counted in tandem together with the last indicator together providing a measurement of the criteria of accessibility by student neighborhood location. All of these indicators are examined in the profile series.

The trends which were revealed as a result of the ranking exhibited a strong relationship between high family income, good housing conditions, high educational levels, and occupational categories of the neighborhood residents. Those neighborhoods with a high family income also ranked high in the number of automobiles per family and employment in professional and managerial occupations. Blackstone, College Hill, Wayland, Hope and Elmhurst ranked 1, 2, 3, 4 and 5 respectively in these indicators. Conversely, these neighborhoods ranked low in the number of AFDC cases and the percentage of population below the poverty level. Only one of these neighborhoods, College Hill, ranks low in travel time to the Central Complex. The others were ranked much higher and were more distant. Upper and Lower South Providence ranked low in the income, education and occupation categories and high in the indicators of poverty. They are both proximate to the Central Complex.

Housing characteristics, minority population and school enrollment figures were also employed as descriptive indicators. The percentage of owner occupied dwellings, the percentage of housing units in need of substantial rehabilitation and the percentage of housing units built before 1940 appear to be consistent with the income and educational ranking. For example, Blackstone has the highest percentage of owner occupied dwellings and least housing in need of rehabilitation. The age of the housing does not necessarily reflect the economic conditions of the neighborhood but, in conjuction with the other housing characteristics, does give an indication of the quality of the housing.

Neighborhoods with the highest percentage of non-white population were Mount Hope, Upper and Lower South Providence and the West End respectively. According to the student enrollment the highest percentage of non-white students in grades 8-11 were in the following neighborhoods: Lower South Providence, Upper South Providence, Fox Point and Mount Hope. Of these neighborhoods, all but one, Mount Hope, are ranked high in accessibility to the Central Complex.

A close examination of the twelve neighborhoods ranked highest in percent of minority or ethnic students in grades 8-11 correlated with those neighborhoods ranked closest to the Central Complex. This indicates that of the twelve closest to the Complex (Lower South Providence, Downtown, College Hill, Fox Point, Upper South Providence, Federal Hill, Washington Park, Elmwood, West End, Wayland, Smith Hill and Mount Hope), all except Federal Hill and College Hill also rank the highest percent of location of minority or ethnic potential neutral site students. Among the many implications of these findings for educational programming and curriculum development, certain immediate policy imperatives become clear. In order to meet the mandate of this project, to find a site accessible to a substantial number of students of different backgrounds, student recruitment must be emphasized in those neighborhoods which are not immediately proximate to the Central Complex. Similarly, student recruitment for the other magnet curricula programs ought to be intensified in the neighborhoods identified through indicator analysis as high in minority population and lower in socio-economic status.

The recommendation above illustrates just one of the diverse ways in which the neighborhood profiles, in association with the other data developed for Objective A, will provide an information system which can be utilized by the decision-makers for the Providence School Department.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

Table III-Forty-nine

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT BY RACE, GRADES 8-11, AND TRANSPORTATION

NEIGHBORHOODS	1975 POPULATION	1970 - NON-WHITE % OF POPULATION	1970 - % OF POPULATION -4 YEARS OF HIGH SCHOOL AND OVER	% OF POPULATION EMPLOYED IN PROFESSIONAL, TECHNICAL, MANAGERIAL JOBS	1970 - MEDIAN INCOME, ALL FAMILIES	1970 - % OF POPULATION BELOW POVERTY LEVEL	DECEMBER, 1977 - # OF AFDC CASES	1975 - % HOUSING UNITS NEEDING SUBSTANTIAL REHABILITATION	1970 - % HOUSING UNITS PRE-1940	1970 - % HOUSING OWNER-OCCUPIED	1970 - % HOUSEHOLDS WITH 1 OR MORE AUTOMOBILES	DECEMBER, 1977 - % OF MINORITY OR ETHNIC STUDENTS GRADES 8-11	TRAVEL TIME TO CENTRAL COMPLEX BY AUTOMOBILE
BLACKSTONE	14	15	1	1	1	24	23	21	14	1	1	21	16
CHARLES	11	16	21	21	8	21	13	11	17	6	14	19	14
COLLEGE HILL	6	10	2	3	2	11	24	24	4	18	9	16	3
DOWNTOWN	24	9	9	6	9	8	22	23	24	24	22	5	2
ELMWOOD	1	7	11	8	14	13	1	8	15	16	24	6	8
ELMHURST	2	18	6	4	6	23	17	18	20	2	2	20	24
FEDERAL HILL	9	19	24	20	18	9	6	5	6	23	21	17	6
FOX POINT	16	6	13	14	13	12	18	6	5	19	15	3	4
HARTFORD	15	11	18	17	16	7	7	9	22	11	18	12	21
HOPE	17	17	4	5	4	18	20	15	13	5	3	13	15
LOWER SOUTH PROVIDENCE	19	3	22	24	21	2	3	2	18	22	20	1	1
MANTON	21	12	17	15	19	6	11	12	23	8	16	14	22

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

Table III-Forty-nine

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT BY RACE, GRADES 8-11 AND TRANSPORTATION

NEIGHBORHOODS	1975 POPULATION	1970 - NON-WHITE % OF POPULATION	1970 - % OF POPULATION -4 YEARS OF HIGH SCHOOL AND OVER	% OF POPULATION EMPLOYED IN PROFESSIONAL, TECHNICAL, MANAGERIAL JOBS	1970 - MEDIAN INCOME, ALL FAMILIES	1970 - % OF POPULATION BELOW POVERTY LEVEL	DECEMBER, 1977- # OF AFDC CASES	1975 - % HOUSING UNITS NEEDING SUBSTANTIAL REHABILITATION	1970 - % HOUSING UNITS PRE-1940	1970 - % HOUSING OWNER-OCCUPIED	1970 - % HOUSEHOLDS WITH 1 OR MORE AUTOMOBILES	DECEMBER, 1977- % OF MINORITY OR ETHNIC STUDENTS GRADES 8-11	TRAVEL TIME TO CENTRAL COMPLEX BY AUTOMOBILE
MOUNT HOPE	8	1	5	7	23	14	8	19	16	12	10	4	12
MOUNT PLEASANT	7	20	10	10	7	20	12	22	19	4	4	23	23

Notes and Sources: See last page of table.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

Table III-Forty-nine

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT BY RACE, GRADES 8-11, AND TRANSPORTATION

NEIGHBORHOODS	1975 POPULATION	1970 - NON-WHITE % OF POPULATION	1970 - % OF POPULATION -4 YEARS OF HIGH SCHOOL AND OVER	% OF POPULATION EMPLOYED IN PROFESSIONAL, TECHNICAL, MANAGERIAL JOBS	1970 -MEDIAN INCOME, ALL FAMILIES	1970 - % OF POPULATION BELOW POVERTY LEVEL	DECEMBER, 1977- # OF AFDC CASES	1975 - % HOUSING UNITS NEEDING SUBSTANTIAL REHABILITATION	1970 - % HOUSING UNITS PRE-1940	1970 - % HOUSING OWNER-OCCUPIED	1970 - % HOUSEHOLDS WITH 1 OR MORE AUTOMOBILES	DECEMBER, 1977 - % OF MINORITY OR ETHNIC STUDENTS GRADES 8-11	TRAVEL TIME TO CENTRAL COMPLEX BY AUTOMOBILE
OLNEYVILLE	18	11	23	23	20	5	10	14	2	20	17	15	18
RESERVOIR	23	21	7	12	5	22	19	16	12	3	6	18	19
SILVER LAKE	4	23	19	22	11	17	5	13	7	9	7	24	20
SMITH HILL	12	8	20	19	17	4	14	3	8	17	19	11	11
UPPER SOUTH PROVIDENCE	20	2	15	13	24	1	4	1	3	14	23	2	5
VALLEY	22	24	12	11	15	15	16	10	1	13	13	21	17
WANSKUCK	5	5	14	16	12	10	15	20	21	10	8	10	13
WASHINGTON PARK	10	14	8	9	10	19	9	7	10	7	5	8	7
WAYLAND	13	13	3	2	3	16	21	17	9	15	11	9	10
WEST END	3	4	16	18	22	3	2	4	11	21	12	7	9

Notes and Sources: See last page of table.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT GRADES 8-11, TRANSPORTATION

Notes and Sources: All rankings in this table were computed by the CPAD Neutral Site Planning Project. The complete name and source for each of these characteristics, as well as an explanation of the rankings, is as follows:

1975 Total Population by Neighborhood: The source for this information is the Providence Office of Community Development. Neighborhood Profiles, 1978. The neighborhood with the highest number of people was ranked as #1 and the neighborhood with the lowest was ranked as #24.

1970 Percent (%) of Non-White Population. The source for this information is the Rhode Island Health Research, Inc., 1975 Population Estimate. The neighborhood with the highest % of non-white population was ranked #1 and the neighborhood with the lowest was ranked #24.

Percent (%) of Population Which Has Completed at Least Four Years of High School Education. The source for this information is the U.S. Bureau of the Census, Census of Population, 1970. The neighborhood with the highest % of population who completed 4 years of high school was ranked #1 and the neighborhood with the lowest % was ranked #24.

Percent (%) of Population Over the Age of 16, Who Are Employed in the Following Occupations: Professional, Technical and Kindred, Manager, Administrative, Excluding Farm. The source for this information is the U.S. Bureau of the Census, Census of Population, 1970. The neighborhood with the highest % of persons in the Professional, Technical, Kindred, Manager and Administrative Occupations was ranked #1 and the neighborhood with the lowest was #24.

Median Income ($) for All Families. The source for this information is the U.S. Bureau of the Census, Census of Population, 1970. The neighborhood with the highest family income was ranked #1 and the neighborhood with the lowest income was ranked #24.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT GRADES 8-11, TRANSPORTATION

Notes and Sources:

Percent (%) of the Population Below the Poverty Level. The source for this information is the U.S. Bureau of the Census, Census of Population, 1970. The neighborhood with the highest % of population below the poverty level was ranked #1 and the neighborhood with the lowest was ranked #24.

Number of AFDC Cases. The source for this information is the Rhode Island Social and Rehabilitative Services, Caseload Reports, Division of Standards and Planning, December, 1977. The neighborhood with the highest % of AFDC cases was ranked #1 and the neighborhood with the lowest was ranked #24.

1975 Percent (%) of Housing Units in Need of Substantial Rehabilitation. The source for this information is the Providence Mayor's Office for Community Development, Neighborhood Profiles, April, 1978. The neighborhood with the highest % of housing units in need of substantial rehabilitation was #1 and the neighborhood with the lowest was ranked #24.

Percent (%) of Housing Units Built Pre-1940. The source for this information is the U.S. Bureau of the Census, Census of Housing, 1970. The neighborhood with the highest % of housing units built pre-1940 was ranked #1 and the neighborhood with the lowest % was ranked #24.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT GRADES 8-11, TRANSPORTATION

Notes and Sources:

Percent (%) of Housing Units That Are Owner-Occupied. The source for this information is the U.S. Bureau of the Census, Census of Housing, 1970. The neighborhood with the highest % owner occupied was ranked #1 and the community with the lowest was ranked #24.

Percent (%) of Households Which Have One or More Automobiles Available For Use. The source for this information is the U.S. Census Bureau, Census of Population, 1970. The neighborhood with the highest % of households which was ranked #1 and the neighborhood with the lowest % was ranked #24.

Percent (%) of Minority Students (Includes Portuguese) for Grades 8-11. The source for this information is the Providence School Department Pupil Accounting System, December 17, 1977. The neighborhood with the highest % of minority students was ranked #1 and the neighborhood with the lowest % was ranked #24.

Travel Time to Central High School By Automobile. The source for this information is the Rhode Island Statewide Planning Program Technical Paper # 69, November, 1977. The neighborhood with the shortest travel time to Central High School was ranked #1 and the neighborhood with the longest travel time was ranked #24.

AN ASSESSMENT OF NEIGHBORHOOD READINESS FOR PROPOSED NEUTRAL SITE MAGNET PROGRAMS IN PROVIDENCE*

Background

The success or failure of neutral site magnet programs** in reducing minority group isolation within the city's educational system is dependent on a number of factors: quality of the programs; community involvement in the planning process; and a school's location in relation to the racial composition of the local community. Research and experience document that magnet schools located in neighborhoods identified with one racial group have difficulty attracting students from other groups.1

Recent literature also suggests that the reactions of the various neighborhoods and groups within the city have a significant role in determining the success of magnet programs. Neighborhoods in Providence were, therefore, examined in light of studies on community attitudes toward voluntary and mandatory school integration. A set of criteria identified in these studies was then applied, and neighborhoods and communities which were likely to support or resist the concept of magnet programs were pinpointed. This provides data necessary for development of policies that can reduce public hostility and enhance acceptance of magnet programs.

There are twenty-four neighborhoods in the City of Providence whose boundaries have been defined earlier. (For convenience, the map which appears in an earlier section is represented on the following page). The neighborhood indicators discussed in this section are summarized in three categories for organizational purposes: socio-economic characteristics; characteristics of the schools; and political characteristics, particularly those related to the educational decision-making process. On the basis of previous studies, several hypotheses were developed within each classification and each neighborhood was examined in light of these various hypotheses.

Socio-Economic Characteristics

In analyzing the city's neighborhoods, indicators of race, level of education, economic status, and past reactions of the areas were considered. Previous studies have shown these factors to be among the most useful in assessing the openness of a community to the concepts of desegregation and educational experimentation. Selected socio-economic variables are discussed in more detail below.

Race

It is expected that neighborhoods which have sizable minority populations will tend to support the proposed magnet programs. While there

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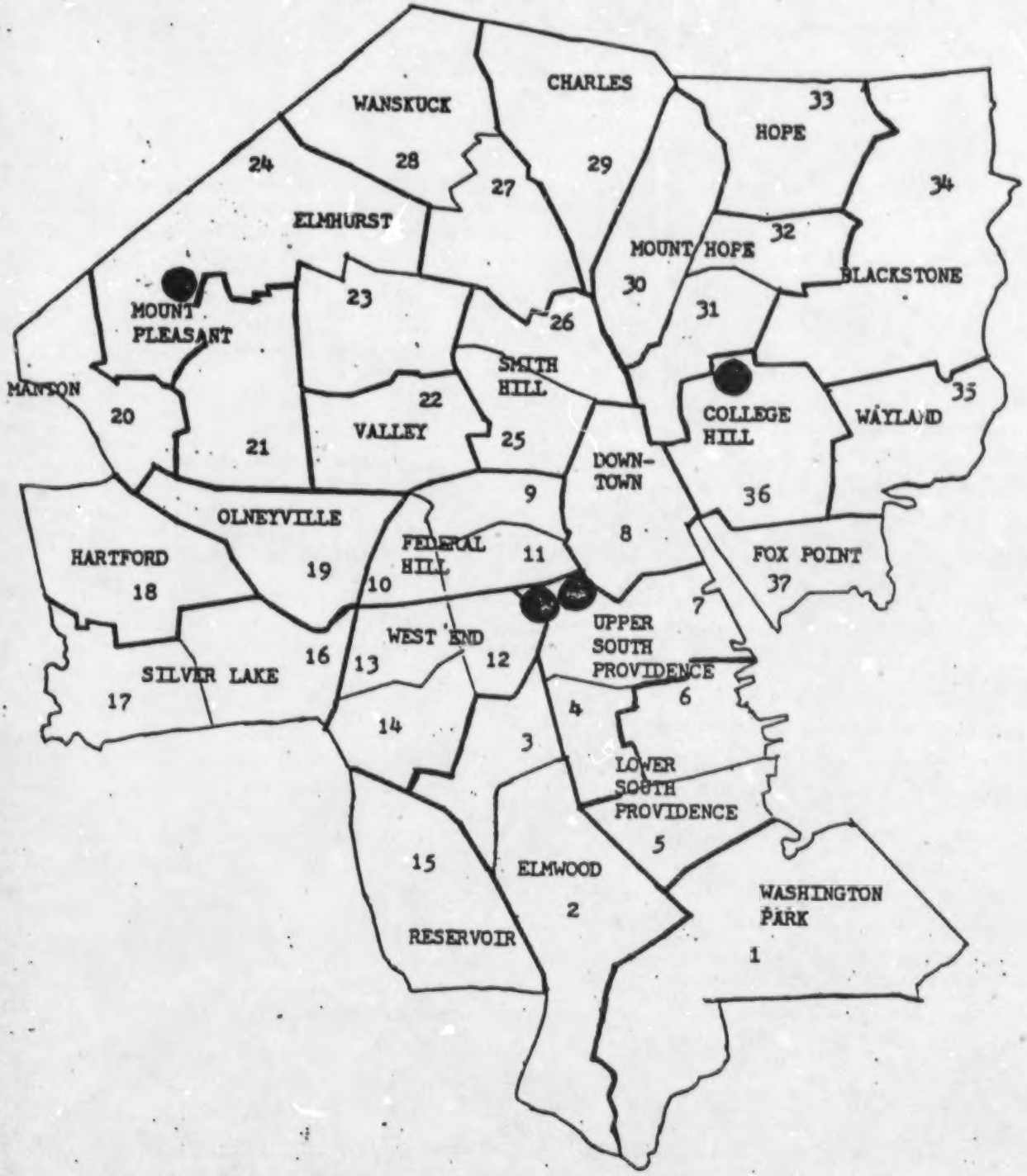
* This section was written by James F. Dunn, Research Associate.

** For purposes of this analysis only, the terms "magnet" and "neutral site" are interchangeable.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND
Map III-Thirteen

Providence Neighborhoods By Census Tracts



Providence Neighborhoods by Census Tracts Providence High Schools

Source: Providence Department of Planning & Urban Development, 1977.

has been some disenchantment with the idea of desegregation, particularly through busing, these areas have remained the focus for most of the demands for school desegregation programs in most U.S. cities.2 Furthermore, recent evidence suggests that existing magnet programs have had less difficulty in reaching their projected minority enrollments than they have in enrolling white students.3

Education Level

The level of educational achievement in a community is a significant indicator of the community's readiness to take part in the desegregation process. It is expected in this case that neighborhoods in which the level of education is relatively high, defined as a high school degree, will be more willing to support a neutral site, magnet school than those where educational level is less than a high school diploma. Research in a number of fields has suggested that exposure to formal education tends to have a significant impact on one's world view, and generally, more exposure to formal education makes one more liberal.4

Economic Status

Community economic status also has a significant impact on reaction to desegregation of the public schools. Neighborhoods which rank high on the measures of economic status are expected to be more open to the idea of desegregation than those which rank low on these measures. Furthermore, evidence suggests that relatively high status groups are more likely to support innovative educational programs.5 This situation may be supported, at least in part, by the fact that higher income groups can exercise the option of removing their children from the public schools if they become dissatisfied with proposed programs, an option not available to the less well-to-do.6

Historical Patterns of Reaction

It is expected that neighborhoods which were at the forefront of the fight against school desegregation in the past will be far less likely to support the present effort through the use of magnet schools than those areas which did not resist strongly in the past.

Analysis of Indicators when applied to the neighborhoods of Providence

Race

Although these indicators are isolated for analytic purposes, they can best be interpreted in relationship to one another. Therefore, although utilizing one indicator may show a neighborhood in one light, two together may show a different direction.

For purpose of this analysis, neighborhoods which have "sizable minority populations" are defined as those neighborhoods in which minorities constitute more than 10% of the total population. This 10% level was chosen because it represents the proportion of the City's population which was defined as "non-white" by the United States Bureau of the Census in the 1970 Census. Thus, any neighborhood which is more than 10% minority

TABLE III-Fifty
PROVIDENCE NEIGHBORHOODS BY RACE

NEIGHBORHOOD	POPULATION				
	TOTAL #	WHITE		NON-WHITE	
		#	%	#	%
Blackstone	5513	5412	98.2	101	1.8
Charles	6548	6543	99.9	5	.1
College Hill	8096	7600	93.9	496	6.1
Downtown	1602	1509	94.2	93	5.8
Elmhurst	13943	13810	99.0	133	1.0
Elmwood-South Elmwood	14456	13319	92.1	1137	7.8
Federal Hill	10189	10092	99.0	130	1.0
Fox Point	4996	4437	88.8	559	11.2
Hartford	5793	5554	95.9	239	4.1
Hope	5237	5141	98.2	96	1.8
Lower South Providence	6828	3560	52.1	3256	47.7
Manton	3811	3712	97.4	99	2.6
Mount Hope	7947	4705	59.3	3242	39.8
Mount Pleasant	8692	8654	99.6	38	0.4
Olneyville	5665	5626	99.3	39	0.7
Reservoir	2796	2787	99.7	9	0.3
Silver Lake	10337	10331	99.9	6	0.1
Smith Hill	7003	6484	92.6	519	7.4
Upper South Providence	8138	4860	59.7	3278	40.3
Valley	4440	4423	99.6	17	0.4
Wanskuck	10467	9279	88.6	1188	11.4
Washington Park	7466	7158	95.9	308	4.1
Wayland	5702	5535	97.1	167	2.9
West End	13528	10850	80.2	2714	18.8
PROVIDENCE TOTALS	179213	161338	90.0	17875	10.0

Source: U.S. Census of the Population, 1970. Specific breakdowns on groups included in the non-white category appear in Volume II. There may be some discrepancy in total figures due to the use in Volume II of fourth count census tapes.

is more integrated than the city as a whole.

Table III-Fifty shows the absolute numbers and percentages of each neighborhood of the City of Providence which were categorized as White and Non-white in 1970. While there has very likely been some change in this distribution in the years since 1970, very little more accurate data is available. Furthermore, an examination of the racial distribution of students enrolled in grades 8 through 11 in the Providence Public Schools suggests that this distribution generally holds today.

As the table shows, the percentage of minority population in the neighborhoods ranges from 0.1% in the Charles and Silver Lake areas to close to 50% in Lower South Providence. Six of the twenty-four neighborhoods meet the criteria established above of minority populations which constitute more than 10% of the total neighborhood population. They are Lower South Providence (48% minority), Upper South Providence (40%), Mount Hope (40%), the West End (19%), Wanskuck (11%), and Fox Point (11%). Fox Point also serves as the center of Providence's substantial Portuguese population, although this group is not a legal minority as defined by the U. S. Bureau of the Census.

On the basis of the hypothesis that neighborhoods which have sizeable minority populations will tend to be supportive, these six communities can be expected to generally willing to accept the proposed magnet programs and support the goal of desegregation. Such support stems, in part, from the fact that minority populations still remain committed to integrated education, as discussed above. However, it is also likely that whites in these areas will be supportive as a result of their experience with an integrated environment for their daily lives. Research in Providence has suggested that as various parts of the city had more contact with minority children during the earlier desegregation effort, their resistance declined.7 Finally, it has been suggested by some that white parents in neighborhoods which have large concentrations of minorities tend to support integration efforts in order to insure that their children will have more contact with other white students.8

Educational Level

In analyzing the neighborhoods of the City of Providence in light of the educational level indicator, the measure used was that of median school years completed by the population 25 years of age and older. Once again, the neighborhoods were divided into two groups. The first group consisted of the areas in which the median education level is more than a high school degree. The five neighborhoods which fall into this category include the East Side neighborhoods of Blackstone, College Hill, Wayland and Hope, and the Elmhurst area in the northwestern portion of the city. These five neighborhoods would be expected to be more supportive of the magnet programs than would the remaining thirteen. Again, this classification may change when the indicator is related to other indicators.

Economic Status

Several indicators were used to measure the economic status of each of the city's neighborhoods. First, each was observed in terms of its 1975 median income.9 A neighborhood was considered "high income" if its median income was higher than the city-wide median of $11,400. Using this criteria, 9 of the 18 predominantly white neighborhoods were ranked as high income. These were Blackstone, College Hill, Wayland, Hope, Elmhurst, Reservoir, Mount Pleasant, Charles and Downtown.

However, economic status is not related to income alone. Job status is also an important factor. Therefore, neighborhoods were ranked by the percentage of their labor force who were engaged in white collar or blue collar jobs. Areas which had over 50% of their workers in white collar occupations were considered to be high status sections, while those which were predominantly blue collar were considered to be low status areas. On the basis of this distinction, six neighborhoods, Blackstone, Wayland, Hope, College Hill, Elmhurst and Downtown, were considered high job status communities.

Finally, neighborhoods which ranked high on both the median income and job status scales were considered to have a high economic status. As could probably be anticipated, the six communities which had high job status also ranked high on the median income scale. It is these six which may be expected to be reasonably open to the concept of the magnet programs.

Although Elmhurst ranks high on both scales, it would probably be wise to consider that area in a slightly different light than the East Side neighborhoods. Its income level seems to be slightly lower than those on the East Side, and while it is a white collar area, its workers are more likely to be engaged in lower level white collar occupations rather than the professions or high ranking managerial positions. Thus, it may react to the proposed programs in a manner more resembling its low status neighbors than the high status East Side.10

Historical Patterns of Reaction

An examination of past reactions to school desegregation in the twenty-four neighborhoods of the city can be useful in illuminating possible points of conflict over the proposed magnet programs. The history of desegregation in Providence dates to the publication of the O'Connor Plan in 1966. This proposal met with loud opposition throughout the city and was quickly abandoned. However, Joseph Doorley, the former Mayor, established a Blue Ribbon Task Force to develop a program for city-wide school desegregation. The Task Force's recommendations, the "Providence Plan for City-Wide Integrated Education", was put into effect in September, 1967. In July, 1970, the School Committee adopted Resolution 485 which extended the Providence Plan to the middle schools and refined the elementary school plan. In 1971, Phase III of the plan

extended desegregation to the high schools of the system by the establishment of a desegregated middle school feeder pattern.11

The Providence Plan did not effect all neighborhoods equally. The first phase had its principal impact in South Providence and the East Side. While initially there was some resistance to desegregation among the predominantly white neighborhoods on the East Side, there was also a substantial amount of support among the various neighborhoods. Furthermore, after the initial period of adjustment, as parents of white children became less fearful of the minority newcomers, complaints subsided substantially.12

Following the implementation of Phase II of the desegregation plan, focusing on the middle schools, the focus of reaction shifted from the communities on the East Side to the northern part of the city, particularly Mount Pleasant and Manton. Parents in this section of the city vehemently resisted the "forced busing" of several students to schools outside the neighborhoods even though the students involved were eligible for bus transportation prior to the desegregation plan due to the distance from their homes to the nearest school.13

These neighborhoods will very likely remain fairly strongly opposed to desegregation, particularly in light of the indicator vector analysis described earlier.

The Providence Plan was developed in such a way that most of those students who were bused were minority children. Furthermore, the plan involved the closing of several schools in South Providence, the principal Black community in the city. These two facts have combined to cause a certain amount of resentment within the Black community.14 As a result, although it is likely that Blacks will generally support the proposed programs, that support may be greatly lessened if the magnet program is located in an area which is not easily accessible to minority students. Thus, the location of a program at Mount Pleasant High School is likely to have the most difficulty attracting minority students.15

Summary

On the basis of the above analysis, several neighborhoods have been identified which will likely be open to the proposed magnet programs. First, the communities which have fairly substantial minority populations, Upper and Lower South Providence, Mount Hope, Wanskuck, the West End, will tend to be supportive. Second, the high income, high status better educated neighborhoods on the East Side, Hope, Blackstone, Wayland and College Hill, and the Downtown, will tend to be supportive.

Further, it is possible to identify several neighborhoods which will be unlikely to support the proposals. This group includes those communities which were strong in opposing previous desegregation efforts, Manton, Mount Pleasant, and possibly Charles in the northern part of the city. Several other neighborhoods which might also fall into this category are those which ranked particularly low (lowest third) on the

TABLE III-Fifty-one
HIGH SCHOOL STUDENTS BY RACE AND HIGH SCHOOL, FALL, 1977

	ENROLLMENT	
SCHOOL	% WHITE	% NON-WHITE*
Central	61	39
Classical	86	14
Hope	51	49
Mt. Pleasant	67	33

*Non-White includes Portuguese according to the data.

Source: Providence School Department, Pupil Accounting Systems, December, 1977.

income and economic status scales. This group includes Smith Hill, Federal Hill, Olneyville, Hartford. Resistance might be lessened here, however, because students from three of these neighborhoods attend Central High, which has traditionally had the largest minority enrollment of the city's four high schools.16

School-Related Factors

There are factors which can play a significant role in determining support within the neighborhoods for the magnet programs. The first indicator is the current racial composition of the existing high schools. It would be expected that schools which were not integrated at the present time would serve as the focus for resistance for residents of the attendance area in which the schools were located.

The second indicator is the role of the neighborhood school. It is assumed that parents will tend to enroll their children in the neighborhood school, defined as a school closest to their home, if they have the alternative of doing so. Although there is some debate over precisely why this is so, there is general agreement that it is the case.17

Current Racial Composition

Table III-Fifty-one shows the current breakdown of the student bodies of the four high schools in the Providence system. Three of the comprehensive schools, Central, Hope and Mount Pleasant, all have fairly substantial minority populations. Classical does not, however, and has been excluded from the neutral site/magnet study since it is already a magnet school. Therefore, current racial make-up of Central, Hope and Mount Pleasant should not be a particularly important stumbling block to successful implementation of the magnet programs.

Neighborhood Schools

The Providence School Department has had a long tradition of assigning children to the school nearest their home. Until the beginning of the desegregation of the system in the late 1960's school attendance areas had not been changed in at least 50 years. Since that time, of course, there have been various shifts to accommodate desegregation. Even when students were shifted, however, an attempt was made initially to keep them within walking distance of their homes. Finally, although a few white students have been bussed, most of the Providence Plan has been characterized by the dispersal of minority students, mainly from the southern part of the city to predominantly white schools in the north.18 The tradition of neighborhood schools is particularly strong in Providence.

Experience with open enrollment type programs in other cities shows that parents generally enroll their children in the neighborhood school when they can. In the Alum Rock, California system, for example, most parents chose to send their children to schools which were close

to home or with which they were familiar as a result of having had other members of the family enrolled in the past.19

These factors suggest that the issue of neighborhood schools may play a significant, if somewhat subtle, role in determining the success of the proposed programs. This is particularly true in light of the fact the Providence Black families have long resented the fact that they have "borne the whole burden" of the desegregation of the school system.

All this suggests that the best site for a magnet program would be one which is reasonably accessible, and which is not as identifiable with a particular neighborhood. The evidence indicates that the Central Complex would be the most logical alternative if it can be presented as the crossroads of several neighborhoods.

Furthermore, it suggests that the School Department must make a strong effort to insure that information about the proposed program is disseminated throughout the city to overcome the pull of the neighborhood schools.

Decision-Making in the Providence Public Schools 20

In analyzing the openness of a city toward the issue of education and voluntary elimination of racial and ethnic student isolation, it is important to examine the positions of the various city-wide decision-makers. This section looks at the decision making structure in the City of Providence as it relates to education.

Final responsibility for the management and control of the Providence Public Schools rests with the School Committee. Members of the School Committee, nine in number, are appointed by the Mayor and confirmed by the City Council. Terms are staggered so that three expire on December 31 of each even numbered year. However, a member whose term has expired continues to serve until a successor has been appointed and confirmed. At the time of this writing, four members of the Committee are serving in this "lame duck" manner.

The primary responsibility of the Committee is to establish goals and policies for the school system. They are also responsible for the appointment of the Superintendent of Schools, who is the chief administrator and educational leader.

Unlike many cities, the Providence School Committee does not have budgetary powers. Final control over the total appropriation rests with the Mayor and the City Council, although they have less control over the individual budget items than is the case with most other city departments.

The success of the proposed magnet programs within the City of Providence rests in large part on the type of support which they receive

from the principal decision-makers, in this case the Providence School Committee.21 Opposition by the citizens at large can be encouraged or stimulated by opposition by public officials. Indeed, the experience of Providence with regard to the first desegregation proposal, the O'Connor Plan, provides ample evidence of this fact.22 There does not appear to be substantial opposition to the magnet plan on the current School Committee, at least at the present time.23

The Mayor can play a significant role in determining the success of such a project as a result of his prestige as head of the local government, and particularly as a result of his power to appoint the members of the committee. However, in the City of Providence at this time, Mayor Cianci's influence with the Committee is far less than would normally be expected. Four members of the current School Committee are awaiting replacement since their terms have expired. Mayor Cianci, a Republican, has been able to get only two appointees approved by the Democratically controlled City Council. Thus, if he should choose to get involved in the magnet school decision, which is not likely at this point, he would be forced to rely primarily on personal prestige.

The Providence Teachers Union does not have a formal participation into the decision-making process relative to the proposed programs. Their support, however, can be particularly crucial in determining the success of such a program, since they are the ones who must ultimately carry out the implementation of the proposal in the field. While the teachers support the concept of a magnet program for the city's high schools, they do not consider the current proposal, magnet "add-ons" at each of the comprehensive high schools to be the proper way to develop effective magnet programs.24 Furthermore, the union is currently in conflict with the Superintendent of Schools over several issues. Thus, although the union may not actively lobby against the proposals, it does not seem likely that they will give significant support either.

In looking at the readiness of the city as a whole for acceptance of the proposed magnet programs, one additional factor remains to be considered. The Providence Public Schools have been involved in the process of desegregation since the middle of the 1960's. There was much opposition in the late sixties and early seventies as the desegregation plan gradually increased in scope. After twelve years of experience with integrated schools, however, it is quite possible that the desegregation will not be particularly crucial in determining community support for these programs.25 In this situation, it will be the quality of the programs themselves, and the ability of the School Department to "sell" them to students and parents as worthwhile alternatives that will be most important in determining their success.

Conclusion

An assessment of neighborhood readiness for proposed neutral site magnet programs utilizing a review of the literature and indicator

vector analysis reveals that many variables, some of them quantitative and others qualitative, must be reviewed. The socio-economic characteristics of the neighborhood when related to the historical patterns of desegregation show that certain neighborhoods with strong positive pulls to openness may yet be considered less open when school-related factors are added to the equation. Finally, the educational policy decision-making structure of Providence may indicate which neighborhoods are most receptive to the strategies of recruitment, those which may be open to persuasion and those which may require a phased introduction to neutral site magnet programs. Ultimately, a combination of factors including the quality of the programs, community involvement, the location of the schools, and the support of the educational decision makers, would form the structure of the analysis which will lead to the implementation of the program.

Footnotes

1. See CPAD Urban Field Center Preliminary Information Report, January, 1978, and Providence School Department, Magnet Schools: A Review of the Literature, January, 1978.

2. Lupo, Alan, Liberty's Chosen Home: The Politics of Violence in Boston, 1976.

3. Rice, Dale, A series of six articles reprinted from the Post-Standard, Syracuse, New York, July, 1977. See also Abt Associates, Interim Report, Study of the Emergency School Aid Act Magnet School Aid Program, January, 1978.

4. Tunin, Mel, Desegregation: Resistance and Readiness, Princeton University Press, 1958, p. 85. See also VonFossen, "Variables Related to Resistance to Desegregation in the South" Social Forces, September, 1968, p.39-44.

5. Cohen, and Farrar, "Power to the Parents? The Story of Education Vouchers", The Public Interest, Summer, 1977, p. 72-97.

6. Lord and Catau, "School Desegregation, Busing, and Suburban Migration", Urban Education, October, 1975, p.295.

7. Holden, Ann, The Bus Stops Here, Agathon Press, 1974, p.209-211.

8. Abt Associates, Proposal submitted to U.S. Department of HEW, 1977.

9. Mayor's Office of Community Development, Neighborhood Profiles: Providence, January, 1978.

10. Tunin, op.cit. suggests that the ratio of professional and high managerial workers to total white collar workers can be a significant factor in assessing community readiness to desegregate, p.195.

11. Greene, H. and Hazeltine, M. "Notes on the History of the Providence Plan" prepared by the Providence League of Women Voters, mimeo, December, 1976.

12. Holden, op.cit. p.211.

13. Ibid. p.260.

14. Ibid. p.226.

15. CPAD Urban Field Center, Preliminary Information Report, January, 1978.

16. Currently, however, that distinction goes to Hope. Central does have the largest black enrollment. Providence School Department printouts, 1977.

17. Indeed, both whites and blacks in Providence have vehemently argued that their children should have access to schools in their neighborhoods.

18. Holden, op.cit., p.169.

19. Cohen and Farrar, op.cit. p.85. See also Weiler, D. "A Public School Voucher Demonstration: The First Year at Alum Rock", Rand Corporation, 1974.

20. Much of the information in this section comes from the Providence League of Women Voters publication Know Your City: Providence, 1974, and "School Policy Shapers", to be included in a forthcoming League publication, Know Your Schools: The Providence Public Schools.

21. The Boston situation is probably the classic example of this. See Lupo, op.cit.

22. Bolan suggests that appointed bodies tend to support controversial action. See his Urban Planning and Politics, Lexington Books, 1972.

23. Holden, op.cit. p.268.

24. This is based on a telephone conversation with the Union President, on May 4, 1978. The literature generally supports this position.

25. Perhaps the lack of turnout at the Providence School Department's magnet school meetings is a reflection of this fact. If parents saw desegregation as a crucial issue, one might expect large turnouts. See Providence Journal, May 4, 1978.

SUMMARY: THE LOCATION OF THE NEUTRAL SITE SCHOOL: OBJECTIVE A

This chapter has presented the background work which has resulted in the successful completion of Objective A* and Objective C**. Towards that end, the following activities were completed and are described in this chapter.

- -Inventory of candidate neutral school sites and assessment of critical elements.
- -Identification of the location of current and potential students of the neutral site schools.
- -Analysis of the location of students in relation to their accessibility to candidate neutral school sites through the transportation network.
- -Accessibility of candidate neutral site schools to neighborhoods in which minority and non-minority students reside.
- -Characteristics of Providence neighborhoods in which minority and non-minority students reside.
- -An assessment of neighborhood readiness for proposed neutral site magnet programs in Providence.

Some of these activities are presented in detail in Volumes II and IV while others were reviewed earlier in the study year in the Preliminary Information Report, the Interim Information Report and in memoranda to the Providence School Department.

When reviewed together, they provide a plan which identifies the location of minority and non-minority students in relation to the potential neutral school sites and the neighborhood in which the students and schools are located. This plan provides the structure for quality educational programs at the neutral school site. The planning of magnet educational programs, the selection of the curricula for the neutral school site and the disposition of the other suggested programs are described in summary form in Chapter Four and detailed in Volume III: Curriculum Development.

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* To conduct surveys and studies to determine the location of the school.

** To develop architectural plans and designs for the facilities to house the proposed neutral site schools.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND

APPENDIX A

Objective A: To conduct surveys and studies to determine the location of the school.

Activities

1. To develop an inventory of present school sites or buildings operated by the Providence School Department.

2. To assess the above sites according to elements including, but not limited to:

   a. Current use of building;
   b. Proximity to public transportation;
   c. Accessibility to neighborhoods in which minority and non-minority students reside;
   d. Climate of residential area in which site is located;
   e. Adaptability of this space to educational program types;
   f. Condition and age of building;
   g. Capacity of building by curriculum;
   h. Adaptability to special education student needs.

3. To develop a plan which identifies the location of minority and non-minority students in relation to public transportation, the street system and other modes of access:

   a. To develop profiles of the neighborhoods through utilizing secondary source data as well as other available information including population by cohort, race, ethnicity, native tongue, mean age, fertility rate, median income, percent of families below poverty level, median school year, housing and community facilities;
   b. To identify the location of current and potential students of the magnet school;
   c. To develop access routes which will indicate travel time/distance to potential sites. This analysis will include correlating the travel time/distance to students by race and ethnicity.

4. To develop, through an analysis of the above information, a listing of sites which appear most accessible and appropriate as neutral school sites:

a. To develop the criteria for determining accessibility which conforms to the goals and objectives of the project;
b. To apply these criteria to the information in order to rank the neutral school sites;
c. To indicate the relative adaptability of the neutral school sites.

5. To identify community and neighborhood groups and involve them in determining the accessibility and appropriateness of the neutral school sites:

   a. To review the ongoing work of the project staff's survey and to provide additional information concerning the location of the neutral school sites;
   b. To preliminarily rank the sites in accordance with specific criteria developed by citizens and staff which conform to the goals of the project.

6. To address the sociological, environmental and political climate of neutral school sites under consideration:

   a. To review the literature concerning the environmental psychology, educational planning, urban design, and neighborhood development in relation to school desegregation and learning;
   b. To develop a series of standards by which to evaluate these characteristics in the Providence neighborhoods which conform to the goals of the project.

7. To decide and have approved by the appropriate decision makers the neutral school site for magnet schools:

   a. To develop and present a full report on all of the above information in such a way that decisions can be made which would involve an understanding of the impact of the selection of the neutral school site;
   b. To develop broad based public information dissemination in order to initiate a dialogue about decision making regarding neutral school site selection.

Objective B: To plan an educational program for the proposed neutral school site.

Activities

1. To inform teachers, administrators, parents, students, and community groups about the neutral site planning grant and develop mechanisms for their ongoing input.

2. To review E.S.A.A. legislation, neutral site planning and magnet school regulations, Title IX of the Higher Education Act, the new Federal Handicapped Legislation, and other related legislation.

3. To maintain liaison with magnet school Evaluation Study Team of the Office of Education, carrying out mandates of RFP 77-72; Office of Civil Rights, U. S. Commission on Civil Rights, R. I. Department of Education, and U. S. Office of Education.

4. To review materials (literature, case studies, reports) and conduct a limited number of site visits to successful magnet schools that have developed as vehicles for voluntary desegregation.

   a. Magnet programs identified thus far include sites in Boston, St. Louis, Cincinnati, Dallas, Houston, Milwaukee, Portland (Oregan), New York City, Philadelphia, Minneapolis, Evanston (Illinois), Richardson (Texas), Chicago and Dayton (Ohio).
   b. Assess conditions for successful magnet school programs, and applicability to Providence.

5. To assess the need of students in the limited or non-english speaking abilities and develop a plan for designing a curriculum that will be responsive to these needs.

   a. To explore ESL and bilingual teaching approaches.
   b. To assess the progress of these students in basic skill development.

6. To assess the need for curriculum that addresses the "basic" educational needs and competencies of students, particularly in the areas of reading, writing, and arithmetic.

7. To determine the characteristics of the desegregation environment in Providence. To assess the following characteristics:

   a. Status of desegregation
   b. Size/Race/Sex/Ethnic composition of city
   c. Elements of desegregation plan in addition to magnet school planning
   d. Community Support
   e. Student Support
   f. Administrative/Leadership Support
   g. Faculty Support
   h. Municipal and State Leadership Support

8. To assess the courses currently offered to students by:

   a. Type of course
   b. Purpose
   c. Enrollment by race, sex, ethnic, language denomination and handicapped status
   d. Admission requirements
   e. Grade level
   f. Popularity of course
   g. School in which course is offered

9. To collect and analyze current enrollment data on students both by school attended and by school attendance area of residency.

   a. Enrollment by race, sex, ethnic group, language denomination, and handicapped status.

10. To collect information on selected grade of students such as average daily attendance, average achievement levels in reading and math, numbers of expulsions and suspensions, and median age by grade.

11. To address the following issues as components of planning the educational program:

   a. Race, Ethnic, Sex, Language Denomination, and Handicapped Status of Proposed student body.
   b. Type of Curriculum Specialization

      1. Facts and information versus emphasis on learning processes (such as observation, construction, problem solving, decision making, etc.)
      2. Career oriented focus.
      3. Sex and race bias in materials.
      4. Competency based courses.
      5. Policies and regulation.

   c. Type of Teaching Methodology

      1. Structured versus unstructured environment
      2. Field classes versus institutional learning
      3. Team Teaching
      4. Parent aides and other parent participation

   d. Grade level
   e. Impact of magnet program on non-magnet schools
   f. Visible improvements
   g. Role of parents and community
   h. Role of racial/ethnic understanding and awareness
   i. Integration of students with different abilities
   j. Active role for teachers in designing curriculum
   k. Coordination with regular school curriculum being taught before and after magnet program

12. To design a plan for training school personnel to assume leadership in the organization of change and in gaining wide acceptance of Project goals. The plan will include, but not be limited to:

    a. Long range management training as needed to achieve attitudinal change among professional educators.
    b. Workshop development to sensitize administrators, school committee members and teachers to issues of cultural and racial isolation and to prepare them to provide leadership in reduction of minority group isolation.

13. To survey students and parents about their interest and commitment to magnet programs.

14. To work closely with an Advisory Committee composed of representation from the following categories: minority representation; majority representation; teachers; parents; students; non-public school sector; business, industry, and union. The Advisory Committee has been involved in the preparation of this proposal, and will participate in all phases from research design to project termination.

15. To survey teachers and administrators about their interest and commitment to magnet programs.

Objective C: To develop architectural plans and designs for the facilities to house the proposed neutral site schools.

Activities

1. To review the architectural specifications, plans and designs to develop cost ratios concerning the work and the overall resources available.

2. To identify persons who will carry out these repairs and remodeling for the neutral site's school which conform to federal and state standards for minority hiring.

3. Other relevant activities related to this objective.

Objective D: To carry out repairs and minor remodeling for the proposed neutral site school.

Activities

1. To review the information developed by Objectives A and B.

2. To relate such information to the goals of the proposal.

3. To develop such architectural specifications as are necessary to provide a framework for the newly developed innovative curriculum.

Evaluation: To assess the planning process in order to ascertain if the goals and objectives are met.

1. To develop a design to collect a series of evaluative data (formative and summative) in order to develop a plan which is responsive to the goals of ESAA and the specific goals of the neutral site planning project;

2. To collect such information through a series of instruments and interviews within a phased time;

3. To feed back this data to advisory groups, project staff, and others mentioned in the planning process.

NEUTRAL SITE PLANNING PROJECT
PROVIDENCE, RHODE ISLAND
APPENDIX B
NEIGHBORHOOD BOUNDARIES OF PROVIDENCE
BY CENSUS TRACT, 1977

	CENSUS TRACTS		
	Department of Planning and Urban Development	Mayors Office of Community Development	Neutral Site Planning Project
Blackstone	34,*PT.32, PT.33	34, PT.32, PT.33	34
Charles	29	29	29
College Hill	36, PT.31	36, PT.31	36
Downtown	8	-	8
Elmhurst	23, PT.24	PT.23, PT.24	23,24
Elmwood	PT.2, PT.3	PT.3, PT.2	2,3
Federal Hill	9,10,11	9,10,11	9,10,11
Fox Point	37 PT.35	37 PT.35	37
Hartford	18 PT.20	18 PT.20	18
Hope	PT.33	PT.33	33
Lower South Providence	5, PT.4, PT.6	5, PT.4, PT.6	5,6
Manton	PT.20	PT.20	20
Mount Hope	30, PT.31, PT. 32	30, PT.31, PT.32	30,31,32
Mount Pleasant	21, PT.24	21, PT.20, PT.24	21
Olneyville	19, PT.20	19, PT.20	19
Reservoir	15	15	15
Silver Lake	16, 17	16, 17	16, 17
Smith Hill	25, 26	26, PT.25	25, 26
South Elmwood	PT.1, PT.2	-	-
Upper South Providence	PT.6, PT.4, 7	PT.7, PT.4, PT.6	7, 4
Valley	22	22, PT.23	22
Wanskuck	27, 28	27, 28	27, 28
Washington Park	PT.1	1,PT.2	1
Wayland	PT.35	PT.35	35
West End	12,13,14 PT.3	12,13,14,PT.7 PT.3	12,13,14

* "PT" indicates portion of stated Census Tract.

CHAPTER FOUR: SPECIAL CURRICULUM FOR NEUTRAL SITE MAGNET SCHOOLS: OBJECTIVE B

Introduction

The location of magnet schools is a key element in the successful attraction of students from varied racial and ethnic backgrounds. So, too, the quality of curriculum is paramount for the development of effective programs with heterogeneous student enrollment.

The planning activities conducted throughout the Neutral Site Planning Project focused on the magnet approach to education. Three comprehensive high schools were selected to house magnet programs, with Central, the neutral site school, supporting two magnet programs. Each program was designed with a single concentration, and enrollment was encouraged on a city-wide basis. Community involvement was stressed in all phases of planning, and included both parent and professional advisory groups.

A number of planning techniques and activities characterized this phase of the project. They included both primary and secondary data collection efforts: a review of the literature on magnet programs and curricula as well as surveys of students, teachers and administrators. Planning activities were also characterized by data analysis; the initiation and on-going involvement of community and professional groups; and the design of specialized curricula for magnet programs. The curriculum section is treated very generally here, as specific designs and issues appear in Volume III of the Final Report.

Data Collection

Review of the Literature

A review of magnet programs was based upon major papers, research, professional articles, site visits and phone interviews with magnet school personnel, and some of the concerns of students and parents as recently reported to the Providence School Department. A complete report was developed and circulated in order to introduce the concept of magnet programs; to examine some of the issues and concerns related to the development and operation of magnet programs; and to look at magnets as a strategy for improving the quality of education in Providence.

Curriculum Surveys

Background

Concurrent with the review of literature, the Neutral Site

Planning Project staff conducted surveys with students, parents, teachers and administrators. The surveys were an attempt to identify the thoughts of these groups concerning special-interest programs, and to determine potential participation in such a program. In addition, the questionnaires were to bring out the career, instructional and personal preferences and needs of the students, as well as teachers' and administrators' perceptions of these needs and preferences.

Sampling Procedures

In January of 1978, questionnaires were given to 576 students in grades 8 through 12, 60 parents and community members, 259 teachers and 41 administrators. All were randomly chosen, and 310 students completed the questionnaires.

Students were chosen from alphabetized lists according to homeroom. In the middle schools, 4 students were chosen from each homeroom of each of the 8 middle schools. High school students were selected from each of the 4 high schools.

A pilot survey of the student questionnaire was conducted at a middle-level 9th grade English class. This particular group was selected because their reading level was approximately the average of the target population. The class was composed of twenty students - 8 girls and 12 boys. They made criticisms and suggestions concerning the questionnaires, and when appropriate, changes were made.

Data Analysis

Literature

A review of the literature identified reasonable expectations for magnet programs in Providence:

To improve the quality of education
To provide diversity in education
To stimulate healthy competition among schools
To make urban schools more attractive to all students
To assist in the elimination of minority student isolation
To better use school and community resources
To stimulate program-based decision making

It appeared that the development of successful magnets took time. Efforts had to include the analysis of student interests, parent concerns, local resources, employment projections and long-term objectives. Magnets were usually marked by a high degree of community involvement in planning and in eventual support. Leadership from the administration and staff involvement was vital to the

success of a program, with time allocated for staff training and program development.

Care to locate magnets in neutral sites generally contributed to successful attraction of students from the total population. Student recruitment was an essential part of developing magnets and insuring that all students were prepared to make choices, putting increasing responsibility on school staff.

Surveys: General Findings

As the time of the survey, the Providence School System offered students 4 programs of study: general, vocational, business and college. Eleven percent of those students surveyed said that they were presently involved in the general program, 19% in the vocational program, 16% in the business program, and 43% in the college program. The following rank ordering of priorities resulted from their choices of special interest areas.

TABLE IV-One
STUDENT RANK ORDERING OF SPECIAL INTEREST AREAS

First Choice Special Program	% Choosing	First, Second or Third Choice Special Program	% Choosing
Business	20	Creative & Performing Arts	15
Creative & Performing Arts	18	College Preparatory	15
College Preparatory	16	Business	14
Vocational Education	12	Media & Communication	11
Health	10	Science & Industrial Arts	11
Science & Industrial Arts	9	Law & Public Administration	9
Law & Public Administration	7	Vocational Education	9
Media & Communication	5	Health	8
Other	2	Second Language Instruction	6
Second Language Instruction	1	Other	2

Source: Providence Neutral Site Planning Project Survey, 1977.

Parents were asked whether they thought special-interest programs should be made available to Providence high school students. In choosing programs other than the current college preparatory and vocational education programs, 43% of the parents said that they felt special-interest programs should be incorporated in the Providence high school curriculum.

Teachers and administrators were both asked whether or not they were interested in special-purpose programs; seventy-eight percent of the teachers and 76% of the administrators replied yes.

In trying to assess whether or not students and parents would participate in and support these programs, a question concerning bussing was included. Of the students, 54% of them said that they would be willing to take a bus to a special-interest school with the program they desired. Fifty-seven percent of the parents said that they would allow their children to be bussed under similar circumstances. These statistics on potential busriders must be examined carefully. Some of those who said that they (or their children) were presently being bussed also answered the question regarding willingness to be bussed. Therefore, approximately 55% of the students would be riding buses to special-purpose programs; however, this percentage does include those students who are presently riding buses. It is significant that 12% of the students said that they definitely would not ride the bus, and that 10% of the parents would not allow their children to be bussed.

As far as the participation and support of the teachers and administrators is concerned, 78% of the teachers and 53% of the administrators said that they would participate in the development and maintenance of a magnet school program. In addition, 71% of the teachers and 80% of the administrators said that they were knowledgeable in the special-purpose program(s) in which they were interested. Twenty-four percent of the teachers and 56% of the administrators said that they were willing to seek additional certification if necessary.

The surveys also included questions regarding the incorporation of careers in high school curriculums. Eighty-eight percent of the students surveyed expressed a desire for information concerning careers. Seventy-five percent said that they would participate in on-the-job training and 95% said that they would like to meet with and work with professionals.

Parents were also asked if they thought that students would be interested in career exploration as part of their curriculums. Seventy-seven percent replied yes and 18% said that they were not sure. Ninety-four percent of the parents surveyed said that they thought that students would participate in on-the-job training and that they would enjoy the opportunity to meet and work with professionals.

When teachers and administrators were asked whether they felt they should incorporate student career interests, 88% agreed. They were asked whether or not they thought that school adequately prepared students for the working world. Seventy-five percent replied that they did not believe it did. Ninety-one percent of the teachers and administrators felt that students should have the opportunity to meet and work with professionals.

Finally, an assessment of parents', teachers' and administrators' perceptions of the preferences of students regarding special-interest programs was to be made using the results of this survey. All were asked to respond to a question concerning program preferences. The results appear in Table IV-Two and Table IV-Three. They show the orders in which programs were chosen, with the most preferred program appearing at the top of each list.

It appears that there are some differences as to what special-interest programs students actually prefer and what their parents, teachers and administrators think they prefer. These differences could be found in the incorporation of personal preferences on the part of parents, teachers and administrators - a bias resulting from what they would personally prefer; or, it could be that they are unaware of what the students prefer. It might be that parents, teachers and administrators know what students prefer, but, because the student sample is not entirely representative of the student population (due to the fact that 236 students in the sample did not return their questionnaires), the student response may be biased. Therefore, when deciding which special-interest programs should be implemented, the opinions of all four groups were considered.

TABLE IV-Two

Rank Ordering of Special-Interest Programs According to Student Preferences or Perceptions of Student Preferences as their "First" Choice

Students	Parents	Teachers	Administrators
Business	Business	Business	Creative & Performing Arts
Creative & Performing Arts	Creative & Performing Arts	Creative & Performing Arts	Health
Health	Health	Science & Industrial Arts	Business
Science & Industrial Arts	Science & Industrial Arts	Second Language Instruction	Science & Industrial Arts
Law & Public Administration	Media & Communication	Health	Law & Public Administration
Media & Communication	Second Language Instruction	Law & Public Administration	Media & Communication
Other	Other	Other	Second Language Instruction
Second Language Instruction	Law & Public Administration	Media & Communication	Other

Source: Providence Neutral Site Planning Project, 1978.

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TABLE IV-Three

Rank Ordering of Special-Interest Programs According to Student Preferences or Perceptions of Student Preferences as their "First, Second or Third" Choice

Students	Parents	Teachers	Administrators
Creative & Performing Arts	Business	Business	Business
Business	Creative & Performing Arts	Science & Industrial Arts	Creative & Performing Arts
Media & Communication	Science & Industrial Arts	Creative & Performing Arts	Health
Science & Industrial Arts	Law & Public Administration	Health	Science & Industrial Arts
Law & Public Administration	Health	Media & Communication	Media & Communication
Health	Media & Communication	Second Language Instruction	Law & Public Administration
Second Language Instruction	Second Language Instruction	Law & Public Administration	Second Language Instruction
Other	Other	Other	Other

Source: Providence Neutral Site Planning Project, 1978.

Community Participation

Prior to award of the Neutral Site Planning Project grant, the Providence School Department maintained committees to advise the Superintendent and staff on improving the quality of education within the school district. There were three levels of advisory committees, all of which supported the magnet school or specialized high school concept. They included:

> Area Feeder Committees: Composed of parents, students, and staff members representing elementary, middle and high schools within each of the three district segments in Providence. They were responsible for recommending solutions to problems identified within their segment. They were also responsible to the Student Assignment Pattern Sub-Committee.
>
> Student Assignment Pattern Sub-Committee (SAP Sub-Committee): Composed primarily of parents and students serving on the Area Feeder Committees. Their primary responsibility was to recommend solutions to problems as they affect the school department as a whole. The Sub-Committee was responsible for reviewing the Area Feeder Committee's recommendations and forwarding the Area recommendations along with their recommendations to the Equal Educational Opportunity/Affirmative Action Advisory Committee.
>
> Equal Educational Opportunity/Affirmative Action Advisory Committee (EEO/AA Advisory Committee): The EEO/AA Advisory Committee was the parent committee of the Area Feeder Committees and the SAP Sub-Committee. This committee was broadly representative of the community. Their primary responsibility was to review the Area Feeder Committees and the SAP Sub-Committee recommendations and forward them along with their recommendations, to the Superintendent.

Each of these committees supported the magnet school or special purpose high school concept. Consequently, after receiving the grant, each committee was involved directly at various stages of the planning process.

The ESAA Advisory Committee was also involved in all planning phases, and included representatives from all the committees described above. They were not directly involved with the analysis of the data collected during the first phase of the Project, however, they did receive all the data that was collected and compiled. There were open meetings in which School Department personnel, planning staff, and advisory members discussed the materials, ideas, and proposed programs.

At the Project's termination, a joint advisory committee meeting was held to provide a status report of the neutral site magnet school activities. Members were also given information about the summer staff and curriculum development workshops, as well as some indication about the implementation activities for the 1978-79 school year.

Design of Curricula for Proposed Magnet Programs

Overview

The underlying philosophy of the curriculum development phase of the Neutral Site Planning Project was that high school students would benefit from an educational program which was directly related to their needs and interests, and which was based on an instructional framework that recognized career development needs. The goals of the curriculum development phase of the planning project include the following:

> To provide a strong academic education which will enable each student, upon graduation, to pursue either higher education or meaningful employment or both.
>
> To provide each student with an awareness of the opportunities available in the work and cultural community, and the knowledge and skills necessary to take advantage of these opportunities.
>
> To develop the specific knowledge and skills required for student entry into a major area of work within the community.
>
> To provide each graduate with an education needed to establish and maintain a level of personal dignity.

The central purpose of magnet programs in the Providence School System is to provide instructional programs geared to students' academic, career and personal needs. The basic elements of the curriculum are: (1) interdisciplinary curriculum development across academic and special interest areas; (2) a strong academic core; (3) a pre-technical and technical core; (4) a delineation of special school requirements; (5) an exploratory program in an area of validated student interest and need; (6) a pervasive career-oriented focus; and (7) a wide choice of interdisciplinary electives.

Specifically, magnet or special interest programs, will make it possible for the students to become more familiar with their own personal talents and ambitions. Within these programs, students will meet a variety of adults whose work is related to their special interests. With opportunities to choose programs from a diverse assortment, students will gradually move toward a decision-making level that will allow them to select the best focus within the magnet program for them. Most important,

the student's sense of self-concept will be enhanced because of the many opportunities available to identify with various kinds of special interest and work within the community. Therefore, explorations during this period will provide a basis for both personal and academic growth.

All high school students will be offered the opportunity to choose from a variety of special interest programs. At present, students can choose from an alternative learning project (A.L.P.), a college bound (Classical) education or a vocational school. Added to these alternatives will be magnet programs focused upon the arts, media and communication; government and law; business and management; and health careers. All will carry a significant emphasis upon career education directed towards helping students understand their talents and ambitions as they relate to the world of employment and which assists them in their move toward future career decision making.

These programs will help students develop positive attitudes toward work and life-long learning. Students will learn how to learn and grow through a synthesis model incorporating work and education and the concomitant skills and attitudes necessary for a world that will be full of change.

The business and professional community will play a large role in support of the programs offered in the schools. These groups will be asked to offer technical assistance and financial stimulation for the development of specialized arts, sciences, learning laboratories, job orientation and the like. More important and abstract, perhaps, is the notion that the business and professional community will engage in a larger commitment of improving the quality of education offered within the Providence Public Schools.

The entire program is designed to attract a balanced number of minority and non-minority students into magnet programs. These will be voluntary choice programs for students. The intent, in terms of desegregation, is to provide an alternative to the present feeder system which is more equitable and logical, and which circumscribes the intent and scope of the Providence Plan for Quality and Integrated Education (desegregation plan).

Location of the Magnet Programs

The new magnet schools program is a critical component of a comprehensive urban school system revitalization plan that involved all the three comprehensive high schools in the Providence Public Schools. Each school is located so as to be accessible by public transportation to all sections of the city, however, the Central Complex is the neutral school site, as identified by the planning process discussed in the previous chapter.

The primary unit of the magnet schools program will initially be the high schools. Over a period of four years, each of the three magnet high schools will enroll approximately one third of its student body in one of the several special intent programs offered. The magnet high school programs provided through resources of the project will include:

Central High School - Offering two innovative magnet school programs, the first in Government and Law, and the second in Business and Management. Approximately one hundred-fifty students (Grades 9-12) of the eighteen hundred student body will enroll in the magnet program during its first year.

Hope High School - Offering an innovative magnet school program in the Arts/Communications (Media)/ and Design Careers. Approximately one hundred-fifty students (Grades 9-12) from different racial and ethnic backgrounds will be served during the first year of the project. This program will include the arts (art, dance, music, theatre, communications, creative writing, the media and gymnastics), and the related areas of communication (journalism, writing, media).

Mt. Pleasant High School - Offering an innovative magnet school program in the Health Careers. Approximately one hundred-fifty students (Grades 9-12) will be served during the first year of the project. The emphasis on health careers will necessitate strenghthened science, math and technology preparatory programs.

Magnet Curriculum Options

As indicated previously, there are four specialized magnet programs. Curricula materials, developed as a result of the Neutral Site Planning Project, appear as Volume III of the Final Report. Brief summaries, however, are presented below on each magnet curriculum option:

Government and Law Magnet

The Government and Law Magnet Program will help students learn about government and law, the problems accompanying those areas, the possible solutions to those problems, and the career possibilities in the government and law areas. Students will have the opportunity to learn a number of ways - lecture, notetaking, gaming, simulation, role-playing. At all times students will be learning how to think logically and how to present in writing and orally rational arguments to report their opinions. The progress will involve the cooperation of members of the government and law community. As students in this program progress from one grade to the next, they will have more opportunities to do projects in the community independently and to work with

people in government and law. The idea of the program will be to experience government and law in action first-hand.

Business and Management Magnet

The Business and Management Magnet Program is a four-year course of study which will be inaugurated at Central High School in September, 1978, for those students who demonstrate the interest, motivation, and ability required to successfully pursue a high school program in business. Building on a strong existing program, the Business Magnet will offer an expanded number of courses of study in this traditional high interest area. Five major concentrations will be offered: Accounting and Management; Banking and Finance; Marketing; Computer Science; and Secretarial Science/Office Education. Each concentration will offer a specialized curriculum with academic, technical, and career-related courses directed toward entry-level employment or further education.

Arts Magnet: The Performing, Creative and Communication Arts

The Arts Magnet Program for students demonstrating high interest in one or more of the arts disciplines will provide an opportunity for structured exploration of that interest. The disciplines include art, dance, dance/gymnastics, vocal and instrumental music, theatre, writing and communications media. Individual programs will be developed so that each student can explore all the arts, develop skills related to interest areas, and make decisions about the place of the arts in his/her life. As a comprehensive program, training and career education will be integrated processes.

Health Career Magnets

The Health Careers Magnet is a preprofessional career-oriented program. It is designed to provide students opportunities to explore health careers, to further personal growth and development, and to build a foundation of basic health and science concepts for use in later health courses or in later life. This program is intended to help develop a complete understanding of the life of a person dedicated to the world of science, health and service.

Common to all four specialized curricula materials are support services built into the specific programs. They include sex equity, cultural and ethnic understanding and awareness, special education, bi-lingual education, advisory groups, parent-student involvement, parent-student evaluation, and information dissemination. These areas are addressed in Volume III of the Final Report, and are discussed briefly below:

BI-LINGUAL/ESL - Recommended assistance for limited English-speaking students includes ESL teachers, aides or student pairing.

EXPERIENCE BASED CAREER EDUCATION (E.B.C.E.) - All magnets are including the model, but only the Business and Management Magnet is utilizing the pilot E.B.C.E. program.

COUNSELING - The Health and Art Magnets are planning to use the teacher/advisor approach. All magnets include strong counseling aspects, but the type of relationship between counselors, teaching staff, and students vary.

SEX EQUITY - There is growing awareness that specific activities must be designed to overcome either the imbalance of student population or sex role stereotyping in the classroom and field experiences. Some suggestions are: resource people from the sex least represented; supportive counseling; grouping (teaming) students; materials reviewed for sex bias; non-traditional speakers; role playing and reversal; and values clarification. These activities will be spelled out in greater detail once the programs begin.

CULTURAL AND ETHNIC UNDERSTANDING AND AWARENESS - There is concern about the significance of designing activities in this area. Some models include: exploration of equal representation, affirmative action, etc.; teaming of students; supportive counseling; bibliography of resources that promote understanding; non-traditional guest speakers and role models; and values clarification.

ADVISORY GROUPS - All magnets have such groups, but their roles and responsibilities vary.

PARENT INVOLVEMENT - There are a number of planned activities for parent involvement: an "open house" for parent orientation; parent participation on advisory group; parent participation in curriculum and fund raising; open visits to programs; and evening programs. All programs include close cooperation between parents and staff.

PARENT EVALUATION - This is an essential element. Appropriate mechanisms will be defined to include parent evaluation in each magnet program.

STUDENT EVALUATION - This is an essential element, and students will be required to evaluate the program at least at the mid year and end of the year dates. Students should be involved in the evaluation of speakers and workshops as an on-going matter.

Student Selection

Students will be selected on the basis of criteria designed to provide evidence of interest in and commitment to the special option area. These criteria were developed by Providence School Department personnel with input from parent, community, and career advisory groups. The specific student admission criteria are:

Demonstrated or apparent past interest in the special program option (i.e., business, health, art, law and government).

Evidence of present interest in the special program option.

Behavioral characteristics appropriate to the special interest area.

Satisfactory performance in academics and courses related to the special interest area.

Good attendance and conduct record.

Evidence of readiness for and a willingness to make a commitment to the special interest program.

An admissions process was developed to objectively identify and evaluate student interest in a magnet program within the context of the admissions criteria previously listed. The process incorporated the following elements:

Self-nomination (through formal written application) with parental approval.

Assessment of academic performance with respect to student's potential for success in program.

(a) Grades
(b) Attendance
(c) Counselor information

Teacher/counselor rating of behavioral characteristics.

Student interview.

Student selection is done by a panel of no less than three individuals representing the following groups: a staff person from the special interest program; a guidance counselor or teacher in the special interest program; and the principal of the school in which the special interest program will be offered.

Placement of students is based upon the information compiled in the selection process. An individualized program for each student will be developed and kept on file.

Parents may appeal non-acceptance of a student into a magnet program. They may present evidence or opinions by school personnel or professionals in the special interest area who believe the student should be enrolled in the program. Such appeals should be made prior to the beginning of the school year. The staff will review the appeal and make the necessary recommendation(s) regarding acceptance.

Continuation in the magnet program is dependent upon high standards in attendance, conduct, and performance. Students must maintain at least a C average in the magnet school program. If students fall below a C average in either their academic or specialized courses, they will be subject to review and may be placed on probation in the program. Required attendance is 90% of the school year. Required conduct includes proper respect for staff and peers, proper care for equipment and facilities, and strict adherence to Providence School Department disciplinary policies and guidelines.

Students who are dismissed from a magnet program for poor conduct and/or poor attendance may forfeit their right to apply to the program at any later date. Failure to meet these standards may result in placement on probation or dismissal of the student from the magnet program.

Student Recruitment

A comprehensive student recruitment process was designed to introduce the magnet programs to students in the public and non-public schools in Providence. The specific goals of the recruitment effort are:

To educate students about program options.
To prepare and assist students in decision-making.
To educate parents and community members about program options.

Assemblies are held for eighth and ninth grade students at each middle and high school in the Providence School Department. A presentation describing each magnet program is given and informational brochures are disseminated. A similar process is conducted at various non-public schools throughout the city. Students who express interest in any program are interviewed and given application forms.

Staff Selection

Core teaching staff are selected on the basis of criteria designed to assess interest and experience in the special interest area. These criteria were developed by Providence School Department personnel with input from community members and career advisory groups. The selection criteria are:

Demonstrated past professional experience and competency in the special interest area.

Evidence of present professional interest and competency in the special interest area.

Evidence of excellence in teaching.

Evidence of readiness and willingness to make a professional commitment to the special interest program.

Evidence of a good working relationship between the candidate teacher and the professional community.

A selection process was developed to identify prospective teaching personnel and to measure the extent of commitment, interest, and experience that each candidate could contribute to the magnet program. Within the context of the aforementioned selection criteria, the selection process incorporated the following elements:

Identification, recruitment, and nomination of prospective teachers by Providence School Department administrative staff.

Teacher self-nomination (through statement of interest, written application, and resume).

Rating of behavioral characteristics by building administrator with whom the applicant has worked.

Submission of letters of recommendation concerning qualifications and previous teaching experience.

Interview(s) with appropriate personnel.

Documentation of professional accomplishments in the special interest area.

Final recommendations for selection of teaching staff are made by a personnel qualifications review panel consisting of the Deputy Superintendent for Implementation, the area segment administrator, the principal of the school, the content area supervisor,

and a professional working in the special interest area. Final selection of teaching staff is based upon the extent to which the candidate's qualifications satisfied the four selection criteria previously defined.

The magnet school principal and the content area supervisor will provide clinical supervision and evaluation of core teaching staff on a regularly scheduled basis. Supportive teaching staff will be given clinical supervision/evaluation at least twice a year. Once a year the principal, content area supervisor, and each core and supportive staff member will have the opportunity to review continued participation in the magnet program.

Staff Development and Training - Staff training is an essential component of each magnet program. Continuous assessment of instructional and social, communication, continuity, program expansion, and evaluation needs are directly related to the quality and effectiveness of the pre-service and in-service provided. The training program is designed to encompass the needs of the staff, parents, and pupils in each program. In planning pre-service and in-service each magnet must:

Provide opportunities for educators, parents and pupils to develop an understanding of the goals of the program.

Provide opportunities for teachers to develop the skills necessary to accomplish the program goals.

Provide opportunities for parents to acquire the skills necessary to support the program.

Provide opportunities for educators to refine evaluation skills to ascertain the degree to which the goals are being achieved.

Provide ongoing staff training opportunities for educators and parents as the program evolves and differing needs emerge.

Provide opportunities for magnet programs located at different sites to maintain program identity and commonalities.

Provide opportunities for educators to understand and utilize the cultural diversity of pupils and staff.

Provide an orientation program for new administrators, teachers and parents.

Pre-service and in-service is most effective when the participants are involved in the planning; adequate funding is provided and teachers are compensated for attendance. Therefore, teachers will be monetarily reimbursed for attending meetings or they will be provided released time. Some in-service will be conducted for a limited time after school without reimbursement.

Regular school year activities of this program are to be varied. However, it has been determined that magnet staff will have two to five days of common release time for curriculum development. Daily common resource time will take place for all core staff. A mid-year, in-service program for evaluation and program development will be planned, followed by an evaluation workshop at the end of the school year. Finally, a three week, full-time summer in-service program will be held for all magnet staff to effect planning and program development for the second magnet school year.

Evaluation

The evaluation of the program is designed primarily to measure and identify:

The attainment of program goals
Student achievement in terms of skills and performance objectives
Appropriateness of program content
Student/teacher/community perceptions of the programs

To accomplish the measurement purpose, the Providence School Department will enter into a contract with an outside evaluation agency to perform the evaluation of the ESAA Magnet Schools' Program. An RFP for such an evaluation will be developed by the Research and Evaluation Planner of the Providence School Department in concert with the Superintendent and Program Coordinator. This contract will require both formative and summative evaluation of all program components. Inasmuch as the contract with an outside evaluator will unquestionably be entered into subsequent to the actual commencement of the program, all necessary base line data, including students' program results, will be gathered by Providence School Department personnel and turned over to the evaluators.

The major elements to be evaluated are the staff development; staff training; student selection; student programs; curriculum organization; counseling and student support programs; and student/staff/community perceptions.

Conclusion

The foregoing chapter and Volume III of the Final Report describe the activities which led to the successful completion of Objective B.* The curriculum was developed through a two-fold process. First, research of the literature and current case examples was undertaken. Second, curriculum interest surveys were conducted and linkages were arranged with community groups, business groups, (particularly large employers of Providence High School graduates), post secondary school institutions, health agencies, arts institutions, and the State Department of Education. All of the information collected was analyzed and the findings used as the basis of the four special curricula recommendations:

Government and Law
Business and Management
Arts/Communication/Design
Health Careers

These curricula recommendations were then located within the neutral school site, the Central Complex, and the other two comprehensive high schools, Mt. Pleasant and Hope, as based upon the recommendations of the plan for the neutral schools site as presented in Chapter III.

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* To plan an Educational Program for the Proposed Neutral Site School.

EPILOGUE: IMPLEMENTATION OF PLAN

The Neutral Site Planning Project provided the Providence School Department with resources necessary for a year of planning. As a result of the activities undertaken during the process, a plan was developed and is documented in this four-volume report.

Most significant, however, is the commitment of the Superintendent and the Administrative Task Force that the plan will be implemented in the 1978-1979 school year. In the Spring of 1978, student recruitment and faculty selection as described in Chapter Three were actively taking place. As a result in August, 1978, 338 students were registered for participation in the magnet schools program. Of these students, 82 are enrolled in the Health Magnet, 28 in the Government and Law Magnet, 72 are participating in the Business Magnet, and 156 students are registered for the Creative and Performing Arts magnet school program. These students were recruited from the eighth grade classes of various public and private schools. The breakdown is:

SCHOOL	CURRICULA			
	LAW & GOVERNMENT	BUSINESS	HEALTH	ARTS
NATHAN BISHOP	-	-	3	11
SAMUEL BRIDGHAM	3	9	15	2
NATHANIEL GREENE	2	1	11	9
ESEK HOPKINS	2	3	4	10
OLIVER HAZARD PERRY	7	16	8	6
GILBERT STUART	4	10	5	8
GEORGE J. WEST	3	3	18	8
ROGER WILLIAMS	7	10	9	11
CENTRAL HIGH	-	2	4	19
CLASSICAL HIGH	-	-	-	11
HOPE HIGH	-	-	4	42
MOUNT PLEASANT HIGH	-	-	-	6
BISHOP McVINNEY	-	4	-	3
HOLY NAME	-	-	1	3
SAINT MARY, BROADWAY	-	-	-	1
SAINT XAVIER	-	-	-	4
CUMBERLAND HIGH	-	-	-	1
MONSIGNOR BOVE	-	-	-	1
SAINT PAUL, CRANSTON	-	-	-	1
SPECIAL EDUCATION PROGRAM, PROVIDENCE SCHOOL SYSTEM	-	-	-	1
TOTAL	28	82	58	158

For the first year of the program, five specialized teaching positions in each of the magnet schools have been set aside for replacement of existing staff. Additionally, teaching staff and administrative and consultant staff positions have been included. To supplement school department and project staff, various professionals will serve as consultants, guest speakers, and work site coordinators.

In each magnet school, a school-based coordinator, who is a recognized expert, will be employed throughout the project funding. The coordinators will work with the school principal and be responsible for overall magnet school program coordination. The principal will be ultimately responsible for all activities of the school.

Staff development has been carried out with two specific goals:

- To create a smooth and effective organizational transition for administrative and teacher personnel who assume leadership in the Magnet School Programs (Pre-service).

- To create smooth and ongoing effective magnet school programs through inservice training activities for administrators and teachers who assume leadership in the Magnet School Programs.

Phase I was a pre-orientation and curriculum workshop for administrators and teachers in the magnet programs. During the last official week of school, the administration held a pre-orientation work session for administrators and teachers who would be participating in the summer staff and curriculum development workshop. The purpose of this session was to identify staff availability during the summer months for planning workshop schedules and discuss the roles and responsibilities of staff members at the summer workshops. The main focus of workshops was to acquaint teachers with each other, and develop curriculum activities for the first part of the semester. Agendas varied among the magnets, but attention was given to some similar topics such as collaboration with business and industry; selection of academic and community resources; instructional methods; basic skills; and intergroup dynamics.

Phase II took place during several weeks over the summer. The administrators, teachers, and advisors of each magnet program met to develop activities for curriculum which had been developed as part of the Neutral Site Planning Project. Outlines were designed, materials were selected, special projects were developed, and the role of advisory groups was explored. In most cases, consultants and counselors were invited to particular sessions. While emphasis was primarily focused on academic issues, there was some attention given to support services, multi-cultural awareness, and sex equity.

Phase III will occur during the school year. First, the staff will develop implementation activities for all magnet school programs for the second semester of the 1978-79 school year. Secondly, middle

and elementary program development sessions will be conducted for the integration of career education into the curriculum. Thirdly, intermediate level curriculum will be developed for the 1979-80 academic school year. Training of administrative and teacher personnel in special program areas as they relate to the magnet school programs (i.e. Title IX, bilingual, etc.), as well as training in curriculum development will continue throughout the year.

In September, 1978, the magnet school programs will officially be inauguarated. The plan, documented in this and the subsequent volumes of the Final Report, will provide the framework for these programs. Throughout the year, changes will be made in response to the experience and evaluations of students, teachers, administrators, and parents. By this time next year, new and hopefully improved magnet programs will symbolize educational renewal in Providence.

Conclusion

The Neutral School Site Planning Proposal was written in response to a series of articulated needs for quality education programs which would encompass the manifold goals of strong academic education, an awareness of the work and cultural opportunities, skills training and the personal dignity which comes with an understanding of self and of others unlike oneself. These needs were expressed in this planning project proposal through a series of contextual and stated goals relating to the Emergency Schools Aid Act and by the major objectives which were met and are encompassed in this volume as well as the other three volumes. In this planning year, the administrators and professional staff at the Providence School Department worked in collaboration with the Director and staff of the Neutral Site Planning Project of the University of Rhode Island CPAD Urban Field Center.

In meeting the need for quality education at the high school level, the planning activities focused on identifying a high school which would be a neutral site "equally accessible to both majority and minority students" and developing an educational program magnet curricula containing the academic and skills components which would attract these students. The study recommendations were that the Central Complex be designated as the neutral school site and that Government and Law and Business and Management be selected as the special interest educational program or magnet curriculum for the neutral site school. As a result of the information collected in this study year (and moreover, the previously stated wishes of the Advisory Group), the Providence School Department decided to expand the scope of the work plan for quality education programs in all the comprehensive high schools. Since Classical High School was already considered as having a magnet academic program, the special magnet curricula were developed for Hope and Mt. Pleasant High Schools. The former now houses the Arts Magnet: The Performing, Creative and Communication Arts; the latter houses the Health Career Magnets. The foundation for these decisions as well as the process of student recruitment, faculty selection and staff development is found in the information system developed for the inventory of facilities, the geocoding of potential 8-11th grade students, the neighborhood profiles, the transportation network as well as the educational program. This data allows informed decisions to be made on all aspects of the planning process including the location of the neutral school site and the development of the educational program.

The planning process, to be successful however, must include implementation strategies and therefore, throughout this Volume and its companion Volumes II, III and IV are recommendations for techniques of implementation. The planning year ends with the publication of these volumes and the renewal of Providence's education continues through the on-going collaboration of School Committee, Superintendent, administrators, teachers, students, parents, community and University.